ALAMEDA COUNTY OFFICE OF EDUCATION

STUDENT PROGRAMS AND SERVICES

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Alameda County Office of Education Court and Community Schools	Eric Gutherz Sr.Chief of Schools	eguthertz@acoe.org 510-670-4590

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-25	14	10	11	3				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The 2025-26 LCAP Survey provided an opportunity for educational partners to provide input on our current strengths and progress in Building Relationships Between School Staff and Families. The results as of May 2025 show that:

50% Strongly Agree strongly agreed that teachers and staff at this school communicate with educational partners (parents, counselors, tutors, etc.), and 15% agreed 30% were neutral, while 5% disagreed.

45% strongly agreed that our schools have a supportive learning environment, 45% agreed that our schools have a supportive learning environment while 10% were neutral.

50% Strongly Agree strongly agreed that they feel safe while on the school campus, 40% agreed, 5% were neutral, while 5% disagreed.

The survey also shows 50% of respondents believe that some of our funding should be used to support activities related to supporting well-rounded education, supporting safe and healthy students. In addition,30% reported that a primary focus of our efforts should focus on improving parent engagement/participation.

ACOE Schools provided a number of events to build relationships with school staff and families including SSC, student showcases, academic celebrations, formal Back to School Nights, and parent-teacher conferences during the 2024-25 school year. In addition, there was ongoing communication with parents/guardians through a variety of ways, such as: phone calls, text messages, virtual meetings using Zoom calls/conferences, correspondence via email and/or mail, Parent Square communications, and google form surveys. Schools have employed various ways to strengthen relationships with school staff and families . An LCAP Survey, inclusive of Title I funding, state/local priorities, and ways to improve our graduation rates (CSI), and Equity Multiplier funding, LREBG, in addition to school climate questions, were provided to staff, students and families to garner input on the current learning program (successes/needs) are examples of the strengths and progress in building relationships.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

School sites continue to work on how to increase the number of parents/guardians participating in school engagement events. such as School Site Council (SSC) meetings, Back to School Nights, Open House, Literacy Events, and student showcases. In addition a focus area includes the need for more family participation in the English Learner Advisory Committee (ELAC) so that there are increased opportunities to provide parent resources, review of current data on EL population, reclassification status of students, and state assessments. Another focus is increased involvement in our SSC where educational partner input can help craft our school safety plans, parent-family compact agreement, Site Plan for Student Achievement (SPSA) -use of Title I funding, the Comprehensive School Improvement (CSI) for graduation rates, our College and Career Indicator, as well as determining the contents of the Parent-Student handbook at Community Schools. Court Schools included ongoing discussions on how to improve parent participation in engagement opportunities as well as how to better connect to probation offerings aimed at that effort..

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

ACOE Court and Community Schools continue to work on ways to improve the engagement of underrepresented families. Data from our LCAP shows we have a need to increase family participation in educational partner engagement events (SSC, PAC, DELAC). This seems to be the largest barrier to engagement with underrepresented families and an area we will seek to explore in the upcoming school year. We will increase the use of Parent Square, a digital platform, to improve the methods for communication with families and ongoing outreach into the new school year.

We continue to find new ways to improve engagement of underrepresented families to strengthen family engagement. During 2024-25 ACOE schools partnering with Safe Passages to create events and activities that provide meaningful opportunities for families to connect with schools and access essential resources. Through this collaboration, we aim to foster inclusive and welcoming environments where families can learn, share experiences, and build supportive networks, all of which contribute to student success and a stronger school-community relationship.

In addition, we aimed to build relationships between school staff and families by providing opportunities for families to provide input on various state and federal funding, and our new Local Control and Accountability plan through both virtual meetings and survey available on the ACOE website. Sessions for Parental Advisory Committee input were offered in person in both 1:1 and small group settings as one way to build relationships between school staff and families. The LEA remains focused on engaging the families of unduplicated and high-need students to assess and improve school connectedness and satisfaction of the students and families enrolled in the Alameda County Office of Education Schools.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Each site has partnerships with community-based organizations that provide supportive programs and offer a variety of services targeted to the needs of the students and their families. In addition, the expansion of ACOE's Student Services division provides additional site supports for mental health, attendance, transition from Court Schools, in addition to services and supports for Foster and Homeless Youth. Teachers and staff offer a nurturing learning environment for students as they complete their high school education, often with severe credit deficiencies. Students have access to curriculum and support services to develop the skills and experiences needed to provide a safe and caring environment with the resources of community-based organizations designed to support trauma exposed youth.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Academic Supports-To assist with improvement for student outcomes we have built partners aimed at improving students' ability to access curriculum in core subjects. Our LEA partners with community based organizations such as Bay Area Youth Agency Consortium and Safe Passages. As a partner, they seek to help us is to expand services and opportunities for Bay Area youth in high risk communities so that they can achieve school success. BAYAC tutors provide school success through Youth Development, After School Enrichment, Academic Engagement, or Volunteer Coordination. Our instructional staff also provides targeted instruction using Common Core best practices and universal scaffolds to improve student outcomes and we provide professional learning from our vendor for both digital and traditional curriculum options to improve graduation and College & Career indicator improvement.

English Learner Support Needs) -increase need for professional development for instructional staff in the areas of English Learner (EL) T coaching and resources for EL support for the implementation of integrated and designated instruction. The LEA has seen an increase in newcomer students who may need to strengthen their foundational skills oral and written skills.

SpEd Services- ACOE special education staffing includes one a Director of Special Education, a Licensed School Psychologist, one Certificated Speech & Language Pathologist, two Certificated Case Managers/Resource Specialists and one Paraprofessional to provide SpED services, manage documentation, and student transition needs.

Whole Child Supports and Services- Increased focus on community mental health partnerships to provide in-house and DIS counseling support services by licensed mental health providers both from in the community and from the ACOE Student Services division.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

There is an identified need to increase the engagement of underrepresented families in our Court and Community Schools. We have contracted with an agency who is able to provide in person and virtual translators as needed for enrollment, parent teacher conferences, as well as site and LEA wide events to review and reflect on student outcome data for state, local assessments, English Learner progress, the identification of parent resources, staff professional learning opportunities, current data on EL population, reclassification status of students, and state assessments.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA has identified LEA's current strengths and progress in seeking input for decision-making, including multiple opportunities at school sites where discussions were held including topics on how to improve parent participation in engagement opportunities, use of funding sources, data review and programmatic decisions. We offered a number of opportunities for families to provide input on various state and federal funding, review student local/state data, and

provide input on our new Local Control and Accountability plan through both virtual meetings and surveys available on the ACOE website. The use of Parent Square has been helpful in reaching more students, families, and educational partners. We have also increase the number of in person input sessions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Analysis of educational partner input and local data shows that underrepresented families attendance participation is needed in our efforts to seek Input for decision-making. Often the The LEA needs to further build the capacity of our families to participate in advisory groups without burdening them with language that is heavy on educational compliance. Our focus areas include how to ensure site staff are making additional outreach efforts for participation for decision making. The incorporation of the Parent Square communication platform will widen our outreach beyond emails, calls, flyers, public postings our ACOE website to include ways to text families in mass and provide direct links to flyers and surveys directly to both cell phones and emails in our student information systems.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA has contracted with an agency who is able to provide in person and virtual translators as needed for enrollment, parent teacher conferences, as well as site and LEA wide events. Other ways we seek to improve engagement of underrepresented families are how to connect LEA engagements to Court School probation offerings when families are visiting, the offering of both in person and virtual School Site Council/ELAC meetings to increase the participation of underrepresented families participation in decision making needs. There is still much work to be done in this area, and we continue to seek ways to improve underrepresented families engagement in both Court and Community schools. .

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Alameda County Office of Education Schools administers an annual Local Control and Accountability Plan survey which provides educational partners, inclusive of staff, students, parents, bargaining union members, SELPA plan admin, and the community at large as it is publicly available on our website. In an effort to consolidate the number of surveys throughout the year, the LCAP survey includes questions that allow for input on school safety, connectedness, and the overall school climate for students, staff, and other community partners. The Spring 2025 LCAP survey garnered 31responses the following is a summary of the responses:

Students 25.8% (8)
Parent/guardians 6.5% (2)
Certificated staff 48.5% (15)
classified staff 19.4% (6)

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the Spring 2025 LCAP Survey, 90% of respondents either strongly agreed or agreed that they feel staff while on our school campuses. The data shows that 5% were neutral in this stance and 5% disagreed. Other data points to the need to ensure ACOE should continue providing security at select Community schools and continue with the site level focus on safety strategies for staff and students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

ACOE will continue working with the school safety manager and site administrators to ensure there are ongoing discussions with staff regarding safety concerns inclusive of training and opportunities for better safety strategies as part of continuous improvement .

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Alameda County Office of Education Schools strive to actualize the agency's vision in that "We equip the most vulnerable students and those who serve them with the tools to thrive, erasing the predetermination of failure for children from communities of violence and poverty." The youth attending ACOE schools have significant needs that may overshadow their academic assessment performance. Site level Response to Intervention (RTI) processes collect data on the number of students requiring additional support in academic, health, mental health, and other services. These include identifying student academic needs and the ability to identify specific interventions based on student demographics, English proficiency levels, individuals with exceptional needs. Academic performance data

from both the state and local assessments are other tools the LEA uses in our Court and Community Schools unique programs types to ensure students have both access to a broad course of study and materials needed to address the needs of our student population.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

We equip the most vulnerable students and those who serve them with the tools to thrive in our division of Student Programs and Services (SPaS) which provides year-round alternative education programs for a diverse student population. SPaS operates juvenile court schools, community schools, and a host of programs to educate students not served by local school districts. We provide academic instruction and support services to the county's most vulnerable students including justice-involved youth, pregnant and parenting minors, foster youth, homeless youth, and infants with special needs. Both online and traditional classroom curriculum is A-G approved.

William P. Burke Academy and Carolyn Hobbs Academy provides academic instruction, support services, and onsite childcare for pregnant and parenting students. Staff provides intensive English Language support to address the needs of large numbers of English Learner students enrolled in our site programs. We have seen an increase in the number of Long Term English Learners, Students with Interrupted Formal Education, and Newcomer students over the last few years and ensure there are supplemental curriculum materials to address learning needs in both integrated and designated instruction. These materials allow for proper scaffolding for students while still ensuring all students have access to a broad course of study. Hobbs Academy has greatly expanded the partnerships with a local Community College so that all students have been able to enroll in an onsite course allowing them to earn transferable college credits.

Quest Academy- offers students in Alameda County an alternative to classroom instruction with a standards-based course of study. Independent Study is an instructional strategy that is based on a contractual agreement between the teacher, the student, and the parents/guardians. There has been an increase in interest for a traditional classroom instructional services for expelled youth across the county. ACOE has responded to this need by providing a daily educational program that allows for access to in class instruction coupled with online digital course options as well as the access to counseling and other resources needed to complete expulsion plans and return to districts of residence.

Butler Academic Center and Camp Sweeney- are compulsory educational programs for youth detained in Alameda County's Juvenile Justice Center or at the minimum-security residential program for adolescent males ages 15 - 19. Each program is designed to provide in class instruction coupled with online digital course options are provided for students to work towards the completion of their high school diploma. A partnership with the local Community Colleges allows to earn transferable college credits.

The variety of programs in our Court and Community Schools is one way we respond to the many differences across school sites and student groups and center our priority student populations.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We seek to prioritize maximizing resources and minimizing pain points, but are aware that there are barriers preventing the LEA from providing access to a broad course of study for all students. Alameda County Community Schools have a student stability rate of 32.7% and the Alameda County Juvenile Hall/Court Schools have a stability rate of 4.7%. Students enrolled with us in Court Schools or our programs for expelled youth may be with us for very short term periods, further contributing to our instability rates. In addition, more than 15% percent come to us with IEPs and all have individual learning needs. In addition to the classroom supports needed to assess, engage, differentiate, modify, develop, and connect students who all require individualized graduation plans, the biggest

challenge is getting our young people through the door. Efforts to improved College and Career Indicator (CCI) measures (A-G, CTE, dual enrollment, and work-based learning) presented challenges in our ability to customize supports for individual students while stretching our resources across all students especially as we are experiencing challenges obtaining staffing for teaching and support positions.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The Alameda County of Education prioritizes access to differentiating supports for the most struggling students. With that vision in mind, there are ongoing revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students. During the 2024-25 school year, there was a greater need to purchase additional supplemental curriculum materials. Some were to meet the needs of the increased number of Long Term English Learners, Students with Interrupted Formal Education, and Newcomer students. Others were to provide more targeted curriculum to support academic skill gaps in reading and math, as well as respond to the educational needs of students with high instability rates. This was coupled with a need for more site based PD to address site specific programmatic needs such as literacy strategies to address foundational reading needs for students identified during the school year. We also purchased a suite of courses in our online Edgenuity A-G platform to support the academic goals of students with exceptional needs, increased use of the MyPath digital platform for individualized learning paths to address skill gaps, and an increase in the number of non digital A-G courses offered to students throughout the LEA.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.			3		
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				4	
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	1				

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				4	

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).			3		
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.		2			

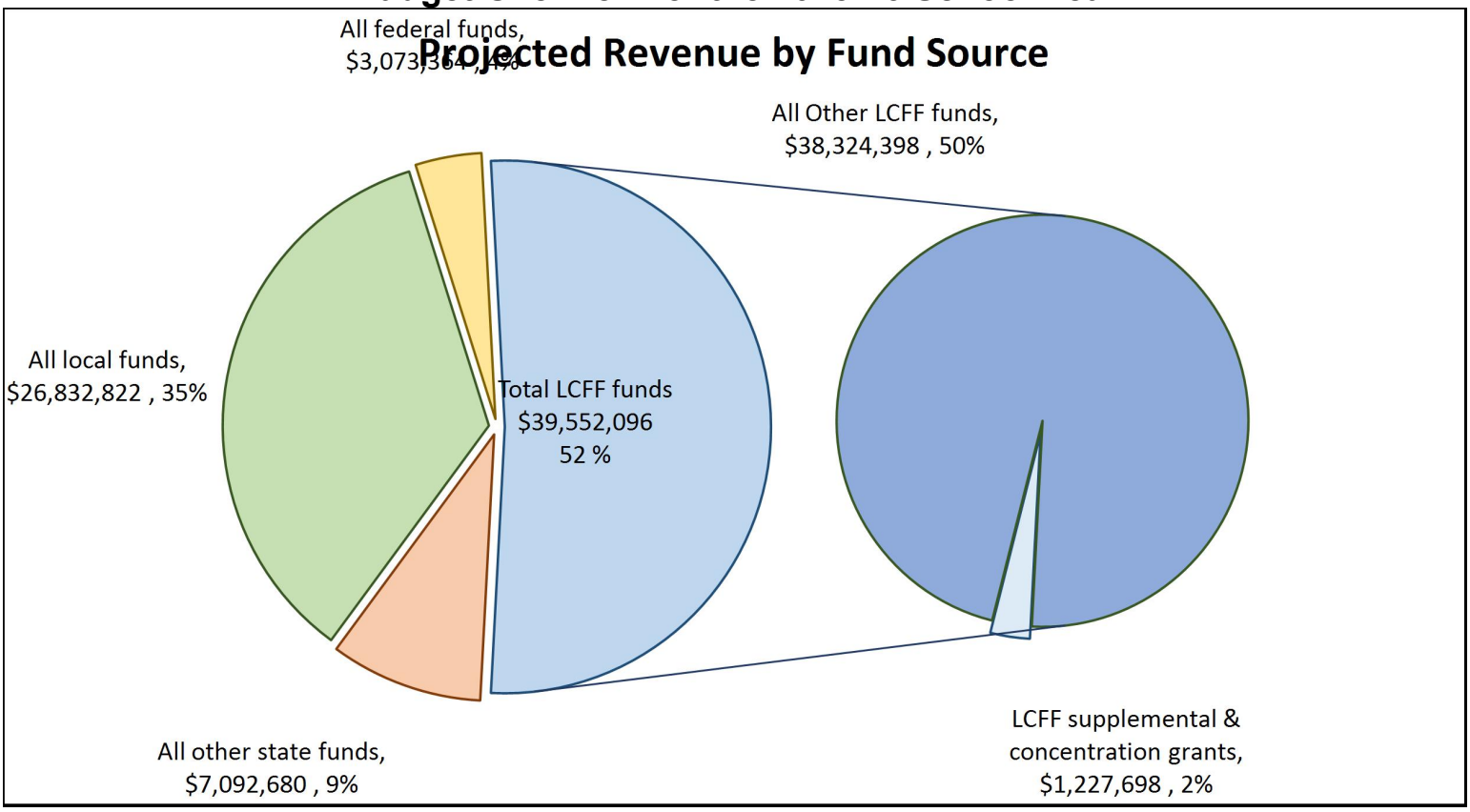
Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alameda County Office of Education Court and Community Schools
CDS Code: 01-10017-0000000
School Year: 2025-26
LEA contact information:
Eric Gutherz
Sr.Chief of Schools
mvaughan@acoe.org
510-670-4590

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

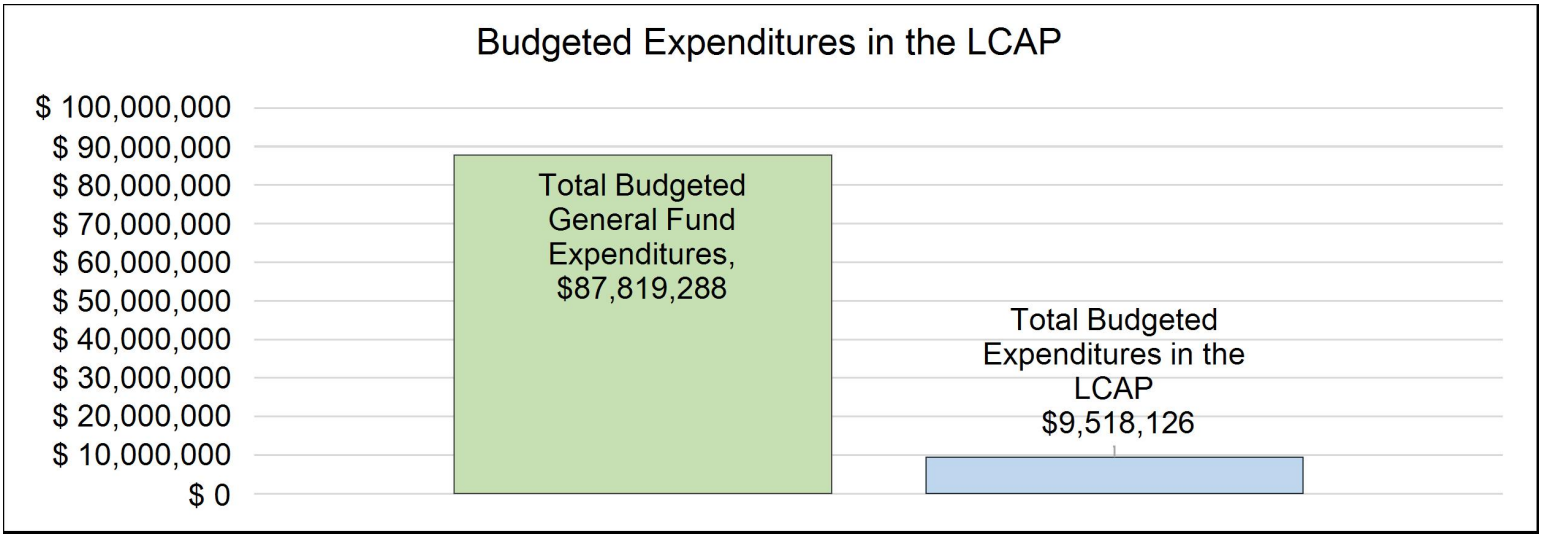


This chart shows the total general purpose revenue Alameda County Office of Education Court and Community Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda County Office of Education Court and Community Schools is $76,550,962, of which $39552096 is Local Control Funding Formula (LCFF), $7092680 is other state funds, $26832822 is local funds, and $3073364 is federal funds. Of the $39552096 in LCFF Funds, $1227698 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alameda County Office of Education Court and Community Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alameda County Office of Education Court and Community Schools plans to spend $87819288 for the 2025-26 school year. Of that amount, $9518126 is tied to actions/services in the LCAP and $78,301,162 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

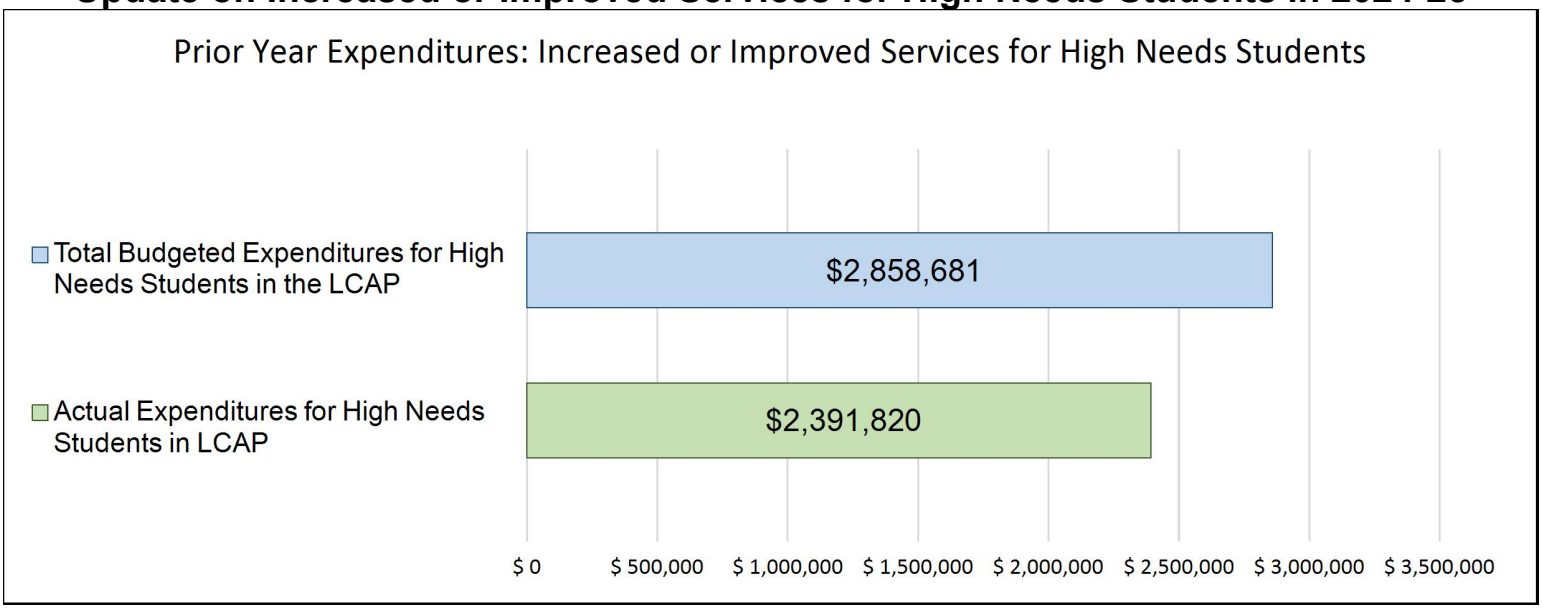
Alameda County Office of Education plans to spend $87,819,288 for the 2025-26 school year. Of that amount, $9,518,126 is tied to actions/services in the LCAP and $78,301,162 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for general administrative and operational expenses, such as central office costs, human resources, business services, facilities and maintenance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Alameda County Office of Education Court and Community Schools is projecting it will receive $1227698 based on the enrollment of foster youth, English learner, and low-income students. Alameda County Office of Education Court and Community Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Alameda County Office of Education Court and Community Schools plans to spend $1880598 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Alameda County Office of Education Court and Community Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alameda County Office of Education Court and Community Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Alameda County Office of Education Court and Community Schools's LCAP budgeted $2858681 for planned actions to increase or improve services for high needs students. Alameda County Office of Education Court and Community Schools actually spent $2391820 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $466,861 had the following impact on Alameda County Office of Education Court and Community Schools's ability to increase or improve services for high needs students:

1.2 Academic Support
Cost of veteran teacher who became a SpEd resource teacher and veteran to new teacher at Court schools difference, reduction of partner contract by BAYAC contract reduced, as services were provided by ACOE Student Services Division

2.2 Academic Support
Difference is due to the transfer of a veteran teacher and late hire of new teacher with a smaller starting salary rate. Academic support was still provided to high needs students and did not result in a loss of services.

2.11 Court School Staffing
Salary negotiations for classified and certified staff resulted in salary increases in addition to retirement of veteran teacher .5 FTE of one teacher moved to Goal 1 Action/Service 1.2 Budget for sub. teachers included in action/service, were over projected (190K) . This difference did not result in a loss of services for high needs students as the differences did not result in a loss of staffing for the LEA.

2.12 Parenting Classes
Services were still rendered but paid from a different funding source, so this difference did not result in a loss of services for high needs students

4.2 Academic Support

Difference is due to retirement of veteran paraeducator and late hire of new paraeducator with a smaller starting salary rate. Academic support was still provided to high needs students and did not result in a loss of services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda County Office of Education Court and Community Schools	Eric Gutherz Sr.Chief of Schools	eguthertz@acoe.org 510-670-4590

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Alameda County Office of Education (ACOE) Court and Community Schools are year-round educational programs for a diverse and very high needs population of secondary students. Our programs are designed to target students who are expelled, on probation, pregnant or parenting, under the supervision of Child Welfare, and in custody of the Juvenile Court. ACOE seeks to provide positive learning environments that are safe, promote positive self-concept, and are respectful of diversity so that students can set and attain goals in learning, work and life. we serve youth with multiple, complex, and varied needs. Students and families in our schools represent a wide range of cultural, linguistic, and socio-economic backgrounds, and we feel tremendous pride in being able to serve such a diverse and inclusive community. Below is an overview our enrollment demographics:

Student Race/Ethnicity- African American 44.1%, American Indian 1%, Asian 4.9%, Filipino 2%, Hispanic 44.1%, Pacific Islander 1%, White 2%

Other Enrollment Demographics: English Learners 27.5%, Foster Youth 6.9%, Homeless 16.7%, Socioeconomically Disadvantaged 92.2%, Students with Disabilities 21.6%

ACOE Court and Community Schools are governed by an elected seven member Board of Education: 2024-2025 President Trustee Joaquin J. Rivera- Area 1, Vice- President Trustee Angela Normand- Area 2, Trustee Ken Berrick- Area 3, Trustee Aisha Knowles- Area 4, Janevette Cole- Area 5, Trustee Eileen McDonald- Area 6 Trustee, and Cheryl Cook Kallio- Area 7

The ACOE Board of Education and Superintendent, Alysse Castro, updated our County Office of Education's Vision, Mission, and Priorities in 2024 to align our agency focus and efforts on the unique needs and demographics of Alameda County Office of Education (ACOE) Court and Community Schools students who represent students throughout the county.

OUR MISSION Equip the Most Vulnerable Students & Those Who Serve Them with the Tools to Thrive

OUR VISION We innovate to address the pervasive issues obstructing the well-being of all students in Alameda County. We equip the most vulnerable students and those who serve them with the tools to thrive, erasing the predetermination of failure for children from communities of violence and poverty.

OUR PRIORITIES
Centering our priority student populations

Differentiating supports for the most struggling students & systems

Maximizing resources & minimizing pain points

Creating a culture of innovation

School Programs
Two court school campuses serve students who are detained and consist of six classroom teachers, five paraeducators, one Special Education teachers, a speech therapist, and one floating substitute teacher to ensure continuity of instruction if teachers are in Individualized Education Plan (IEP) or other student focused needs. Typically, students arriving in detention manifest symptoms of trauma in addition to issues relating to transitioning to a new living and learning environment. ACOE schools also include four community school campuses that serve populations with similarly large and diverse needs. Every student is either on formal probation or informal probation, in foster care or otherwise under the supervision of child welfare, in treatment for drug or alcohol dependency, expelled from their home district, and/or pregnant or parenting. Nearly all are credit deficient, and most have significant history of habitual truancy and chronic disobedience. Our program consist of an expelled youth program serving students across the county in both a traditional classroom and independent study program (three teachers and two paraeducators) as well a Parenting Teen Program (two teachers and three paraeducators). These sites are located in both the northern and southern parts of Alameda County.

There is an ongoing need to address issues related to chronic absenteeism and learning loss, specifically students who became disengaged from school during the pandemic and the increase in mental health needs. Our efforts to provide traditional education included increased efforts to support students, families, and staff's socio-emotional needs. In addition, efforts to improve graduation and College and Career Indicator (CCI) measures (A-G, CTE, dual enrollment, and work-based learning) presented challenges in our ability to customize supports for individual students due to LEA wide high instability rates of 79.1% for ACOE Community Schools and 97.2% for ACOE's Court Schools.

ACOE schools are extremely small, but the needs they address are large and varied. Both our Court and Community Schools will receive Equity Multiplier funding for the 2025-26 school year due to both high instability rates and high numbers of socioeconomically disadvantaged

students. Currently, we are experiencing rapidly declining enrollment, at both Community and Court schools as noted in the recent CDE communications regarding the impact to urban school districts; coupled with the effects of housing costs in Alameda County. In addition to this, changes in student placement by probation (group homes, school to home sentencing, etc.) and the decrease in the number of students who are expelled which led to the closure of our Hayward Community School that primarily served these students, are also reasons for the declining enrollment. Of course, this is good news in the larger sense, but it reduces funding allocated to ACOE schools without significantly reducing the number of services needed. Allocation of funds through the JCCS Block Grant will directly benefit our students. These funds will be utilized to enhance student support and enrichment opportunities as outlined in our educational plan. We are committed to transparently utilizing these resources to expand access to educational opportunities, promote student success, and support their overall well-being. In addition to the students in our schools, ACOE is responsible for supporting expelled youth and foster youth, county wide; not just in our own student programs. In addition, funding from the LREBG funds for the 2024-25 school year were fully expended on staffing (Goal 4 Action 4.1) so that students were enrolled A-G courses in an effort to both improve graduation rates and the rates of students meeting the College and Career indicator (CCI) on the California Dashboard. Our needs assessment revealed significant needs in these areas. In response, Goal 4 Action 4.1 aligned instructional services from credentialed staff with allowable fund uses in the area of a broad course of study to meet the needs of our ACOE students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Alameda County Office of Education's Court and Community Schools are engines of opportunity, on a perpetual quest to be the safety net for kids struggling across our county. Some our our local data shows success in the following areas during the 2024-25 academic year:

- launching an entire post-graduate program to serve transition aged youth 18-25 at the juvenile justice center in partnership with Probation and many external partners
- increase in the number of students enrolled in college courses in both Court and Community Schools
- responding to changing demographics by making over our parenting teen programs to serve newcomer students and our expelled youth programs to center middle school students
- responding to federal cuts to AmeriCorps with a process to hire on our displaced staff in less than a week
- partnering with HR to completely redesign our school site hiring processes, resulting in unprecedented quality and quantity of site staff ready to work with our kids.

There is an overall ongoing need for improvement in academic engagement and performance across the LEA based on a review of the California School Dashboard metrics. The following data summarizes the annual performance based on a review of the California School

Dashboard (2024) for ACOE Schools:

Chronic Absenteeism =6.2% chronically absent Declined 12.5%
Less than 11 students for each of the following demographics -African American,American Indian, Asian, English Learners, Foster Youth, Hispanic, White, Students with Disabilities, & Two or More Races

Socioeconomically Disadvantaged 41.7% chronically absent Declined 17.6% Number of Students: 12

4/5 Year Cohort Graduation Rate=21.1% graduated Declined 14.4% Number of Students: 71
-Socioeconomically Disadvantaged 20.6% graduated Declined 15% Number of Students: 68

Declined:
-Hispanic 13.2% graduated Declined 18.8% Number of Students: 38
-Foster Youth 15.8% graduated Declined 24.2% Number of Students: 19
-Homeless 31.6% graduated Declined 9.2% Number of Students: 19

Less than 11 students for each of the following demographics -African American,American Indian, Asian, English Learners, White, Students with Disabilities, & Two or More Races

1 Year Cohort Graduation Rate
ACOE Community Schools ACOE Community School 61.1% , Court Schools Less than 11 students

Removal of the 1 Year Graduation Rate Cohort based on the federal government's rejection of this CDE measure has been replaced by the addition of the 4 Year Federal Graduation Rate Cohort. Our LEA does not have the ability to deny student enrollment based on year in school or the number of credits upon entry. The CDE should consider how to hold districts accountable for their alternative education students by assigning test score and other outcome data to the alternative education student’s district of residence.

Maintained low Suspension Rates 0.2% suspended at least one day

The following are groups with the lowest performance on the CA Dashboard:

- Graduation Rate: All Students, Foster Youth, Hispanic, Homeless, SED
- CCI: All Students, Foster Youth, Hispanic, Homeless, SED

Schools with lowest performance level on one or more indicators:

- Graduation Rate: Alameda County Juvenile Hall/Court School
- CCI: Alameda County Juvenile Hall/Court School and Alameda County Community School,

Student groups schoolwide with lowest performance level on one or more indicators:

- Graduation Rate: SED @ Alameda County Community School, SED @ Alameda County Juvenile Hall/Court School
- CCI: SED @ Alameda County Juvenile Hall/Court School

Academic Performance- State Assessments
English Language Arts 252.7 points below standard, Declined 48.1 Points (20 students)
-Socioeconomically Disadvantaged 225.2 points below standard (20 students)
Less than 11 students for each of the following demographics - -African American, American Indian, Asian, English Learners, Foster Youth, Hispanic, Long-Term English Learners, White, Students with Disabilities & Two or More Races

Mathematics 285.9 points below standard, Declined 11.8 Points (20 students)
-Hispanic 293.5 points below standard (11 students)
-Socioeconomically Disadvantaged 265.5 points below standard, Increased 8.6 Points
Less than 11 students for each of the following demographics -American Indian, Asian, English Learners, Foster Youth, African American, White, Long-Term English Learners, & Two or More Races

Academic Performance- Local Assessments
24-24 READING Fall Test Window Only- at or above grade level for Fall Reading
-Court Schools 9% (9/100)
-Community Schools 8% (5/60)

23-24 MATH Fall Test Window Only- at or above grade level for Fall Math
-Court Schools 8% (8/95)
-Community Schools 6% (4/65)

English Learner Progress

11.4% making progress Declined 23.1% Number of EL Students: 44
Long-Term English Learners 15.6% making progress Declined 27.2%
2023 to 2024 comparison shows a decrease in the % of EL students who progressed at least one ELPI level from 35.7% to 14.7%, decrease from 46.4% to 55.9%who maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), and 29.4% decreased at least one ELPI Level in 2024 while 17.9% did in 2023.

There is an overall ongoing need to ensure students are meeting grade-level standards based on student performance on either the Smarter Balanced Summative Assessment. On average, students are several hundreds below the Distance from Standard in both English Language Arts and Mathematics. In addition data from 2024 shows that current EL students are not making some progress towards English language proficiency. The LEA reclassification rates are low and most English Learners or long term (LTEL) or at risk of becoming long term ELs. (6+ years as an EL).

College/Career=Prepared 1.5% Maintained 1.5% (65 students) Represents the following demographics Foster Youth 18) , Hispanic (35), Homeless (16 students), and Socioeconomically Disadvantaged (62)
Less than 11 students for each of the following demographics -American Indian, Asian, English Learners, Foster Youth, African American,

White, Long-Term English Learners, & Two or More Races

The LEA will focus on the improvement of the College and Career Indicator measures on the Dashboard for Alternative School systems specifically by increasing A-G course completion, providing college course class opportunities, and improving student performance on the SBAC so that students are deemed "Prepared" at increasing numbers over the course of the three year LCAP and evident in the CA Dashboard's College/Career Indicator.

The denial of the modified Dashboard Alternative School Status (DASS) Graduation Rate by the Federal government in 2022 has affected our graduation rates from that academic year onwards. We saw graduation rates using the 1 year cohort from the high 70% in Community Schools and low 80% in Court schools plummet rates of 30%+ and 20%+ respectively. As with most County Office of Education alternative schools, most students do not start their high school career with us and often come to us significantly behind on credits. Therefore the CDE's formula of counting a student in the graduation cohort of the last school where the student is enrolled; holds us accountable for the student's graduation outcome with no consideration of the number of credits the student has upon enrollment.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Alameda County Office of Education's Court and Community Schools received technical assistance (differentiated assistance (DA) from the California Department of Education to improve our Graduation and College/Career Indicator on the CA Dashboard for the 2024-25 academic year. due to a performance color of Red on the Graduation Rate Indicator (-Pupil Engagement (Priority 5)

Graduation Rate Improvement Differentiated Assistance Plan:
STRATEGY #1: Create a tiered model of academic support

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools

Graduation Rates
California School Dashboard (Dashboard) data has also determined that the Alameda County Office of Education's Court Schools have been identified for CSI, along with the CDE's Differentiated Assistance support due to low graduation rate (average below 68 percent) for the 2025-26 school year. It should be noted that while Community Schools are not identified for CSI in 2025-26, is is due to the number of graduates being below the threshold, not due to graduation rate improvement. Both Court and Community Schools will adhere to the CSI plan for graduation rate improvement. Principals will continue to use student data to inform staff of students needs to meet graduation requirements. This data will inform site decisions on how ACOE schools will continue to provide credit recovery, partial credit options, accelerated credit courses, and reduced graduation plans consisted with California Education Codes to ensure our students receive high school diplomas. We will also continue to assign students to grade levels based on the number of credits they have earned as opposed to year in high school to give students realistic goals for secondary school progress and knowledge and skills necessary for students to be on track for college and

career readiness at their grade level. Schools will participate in graduation cohort data reviews to identify students who are on track to reasonably graduate within the academic year based on the number of credits upon enrollment when referred from country districts and the through the use of credit recovery, partial credit options, accelerated credit courses while enrolled in our Court and Community Schools.

College & Career Indicator
The Alameda County Office of Education's Court and Community Schools have been identified for technical assistance from the California Department of Education due to student group performance in two or more Local Control Funding Formula (LCFF) state priority areas which are:
-Outcomes in a Broad Course of Study (Priority 8)- Very Low Status on the College/Career Indicator

ACOE schools have identified a team to work with the California Department of Education in the creation of our DA Plan to improve the College & Career Indicator.

STRATEGY #1: For students in the Court and Community Schools, increase access to dual enrollment classes for students to meet the CCI 'prepared' criteria.

STRATEGY #2: Complete ILTP and use ILTP to identify student's CCI path; then provide programming to meet student's CCI achievement

STRATEGY #3: For students in Court and Community Schools, increase access for students to CTE Pathways and/or Pre-apprenticeship programs.

In addition, we will continue to add student skill elements to our college and career portfolio based on Standards for Career Ready Practice in the CTE Model Curriculum Standards (CDE).
Year one: Formalize portfolio and establish baseline
Year two: Growth of 10% in average number of foundations completed among exiting students
Year three: Growth of an additional 10% in average number of foundations completed among exiting students

To support LEA needs in improving the College/Career Indicator and graduation rates, CSI funding will be coupled with newly received Student Block Grant funding for Certificated or classified employees for student support and enrichment opportunity purposes and to expand access to A–G courses, dual enrollment, work based learning, and increasing the number of CTE staff and CTE opportunities for students in Alameda COE schools.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Alameda County Office of Education's Court Schools are eligible for Comprehensive Support and Improvement funding for the 2025-26 due to graduation rates falling below the federal 4 year cohort expectation of 68%.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The California Dashboard for Alternative School Systems (DASS) indicates Court schools require support to improve:
1.) Graduation Rates 11.9% graduated, Declined 13.1% Number of Students: 42

Section 1003 funds must be prioritized and focused towards the area(s) identified for improvement for each school, based on their needs assessments and root cause analysis. Funds can only be spent on evidence-based interventions/ strategies/activities, directly related to the following CSI improvement plan development and implementation efforts:

- Building capacity
- Collaborating with educational partners
- Conducting needs assessments and root cause analysis
- Selecting and implementing evidence-based interventions/strategies/activities
- Using data and outcomes to monitor and evaluate improvement efforts
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

CSI funding will be used to analyze graduation cohorts in ACOE schools, ensure staff has the professional training to offer a broad course of study, in addition to providing needed curricular resources to equip students with the skills needed complete classes needed for graduation. We will identify the number of students in cohorts 4 and 5 entering our schools with credit attainment reasonable to expect graduation during the applicable school year. In addition, we will also analyze and report data for students in graduation cohorts 4, 5, and beyond who enter our school year from their districts of residence with credit attainment below any reasonable graduation expectations for the current year. Efforts will be made to increase student course loads, where it is reasonable to do so, in our Court and Community schools. To support LEA needs in improving the College/Career Indicator, CSI funding will be coupled with newly received Student Block Grant funding for Certificated or classified employees for student support and enrichment opportunity purposes and to expand access to A–G courses and College and Career opportunities.

Alameda County Community Schools are not identified for CSI in 2025-26 because the number of graduates falls below the criteria of 30

students. The data does not show there is improvement in graduation rates as 35.7% graduated, a decline of 11.2% as displayed on the 2024 CA Dashboard. ACOE's Community Schools will still follow the CSI plan in an effort to improve graduation rates in the 2025-26 school year.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA will utilize the LCAP and SPSA processes to monitor schools identified for CSI. The plans will include a metric to monitor and evaluate the number of graduates in their fourth or fifth year of high school students who have graduated. The removal of the 1 Year Graduation Rate Cohort based on the federal government's rejection of this CDE measure has been replaced by the addition of the 4 Year Federal Graduation Rate Cohort will be the identified metric. We will increase our efforts to identify students through for transcript reviews to determine if additional coursework is feasible to meet the graduation requirements for these students. We will evaluate the implementation and effectiveness of the CSI plan to support student and school improvement in area of our graduation rates by:

STRATEGY #1: Create a tiered model of academic support (tier 1= high quality instruction in every class, tier 2=prevent students from failing through academic tutors, regular progress reports, tier 3=credit recovery built into schools

- Aligning virtual courses along with traditional courses when course acceleration is possible
- Supporting instructors with relevant guidance materials, providing professional learning opportunities.
- Providing opportunities for the teaching staff to review counselor completed ILTP to make sure academic plan is followed for graduation requirements and needs are addressed and resources are identified to guide students/staff to appropriate placement/site offerings

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation. (embedded in LCAP Action/Services: Goal 5: Whole Child Supports and Services)

- Assist in linking students to services to meet probation or expulsion rehab plans.
- Provision of reduced graduation plans for qualifying students
- Assist with implementing site-specific attendance plans including contacting families, transportation supports, etc.
- Review site level and LEA -wide data on student attendance, academic/socio-emotional needs, course enrollment graduation requirements, and appropriate grade level placement based on student credit attainment quarterly to improve graduation rates
- Ongoing discussion and data review of 4th and 5th year cohort students to identify graduation needs, assess educational progress, and connect services with the school/s/with educational partners to meet student needs

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools

- Maintaining and sharing progress towards graduation with parent/guardians, instructors, and students.
- Ensure staff, students, and families understand graduation requirements
- Employ school counselors to implement the above services and monitor the effectiveness of those services in increasing graduation rates

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Staff (teachers, principals, administrators, other school personnel, local bargaining units)	6 hybrid (in person/virtual) School Site Council (SSC)/English Learner Advisory (ELAC) meetings were held for both Court and Community educational partners September 19, 2024 SSC Membership Nominees for 2024-25 (virtual) October 3, 2024 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 7, 2024- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session, Community Schools Overview January 16, 2025- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. Spring testing (ELPAC,CAASPP/CAST) March 13, 2025- LCAP Annual Update Data Review/Needs Assessment, Title I funding input 2025-26, ELAC Updates, FPM Review

Educational Partner(s)	Process for Engagement
	• annual update for the 2024-25 Local Control and Accountability plan • input for 2025-26 LCAP Plan (LCFF Priorities, School climate, Title I spending, CSI & Equity Multiplier Goal/Funds suggestions) • April 16, 2025-LCAP Annual Update Data Review/Needs Assessment, Funding Input Continued- Title Funds/LREBG/Equity Multiplier Goal/Fund Input for Court & Community Schools May 15, 2025 LCAP 2025-26 Review, Site level Title I funding review/approval, ELAC Updates Sept. 2024-May 2025 Professional Learning session evaluations April-May 2025 2024-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding) sent to staff through weekly reader Weekly input sessions with site administrators and other agency personnel to refine goals, actions, metrics
Parents/Guardians/Educational Rights Holders/ELAC	6 virtual School Site Council (SSC)/English Learner Advisory Committee (ELAC) meetings 6 hybrid (in person/virtual) School Site Council (SSC) meetings were held for both Court and Community educational partners September 19, 2024 SSC Membership Nominees for 2024-25 (virtual) October 3, 2024 Membership announcements, SPSA Overview/

Educational Partner(s)	Process for Engagement
	Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 7, 2024- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session, Community Schools Overview January 16, 2025- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. Spring testing (ELPAC,CAASPP/CAST) March 13, 2025- LCAP Annual Update Data Review/Needs Assessment, Title I funding input 2025-26, ELAC Updates, FPM Review • annual update for the 2024-25 Local Control and Accountability plan • input for 2025-26 LCAP Plan (LCFF Priorities, School climate, Title I spending, CSI & Equity Multiplier Goal/Funds suggestions) • April 16, 2025-LCAP Annual Update Data Review/Needs Assessment, Funding Input Continued- Title Funds/LREBG/Equity Multiplier Goal/Fund Input for Court & Community Schools May 15, 2025 LCAP 2025-26 Review, Site level Title I funding review/approval, ELAC Updates Winter 2024/Spring 2025 Parent Cafe-parents and caregivers can share experiences, get to know each other, and deepen their partnership with us in support of our students. Student Academic Success Celebrations/Showcases

Educational Partner(s)	Process for Engagement
	Feb. 2025 FPM- Parent Participants in Federal Program Monitoring interviews conducted by the CDE April-May 2025 Parent Advisory Committee (PAC) - site level engagements, 1:1 parent input sessions conducted by school principals April-May 2025 • 2024-27 LCAP Plan Surveys (inclusive of school climate and TItle I Funding) available on the ACOE website, available in print form and sent to parent emails via Parent Square communication portal (English and Spanish)
Students	6 virtual School Site Council (SSC)/English Learner Advisory Committee (ELAC) meetings 6 hybrid (in person/virtual) School Site Council (SSC) meetings were held for both Court and Community educational partners September 19, 2024 SSC Membership Nominees for 2024-25 (virtual) October 3, 2024 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 7, 2024- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session, Community Schools Overview January 16, 2025- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. Spring testing (ELPAC,CAASPP/CAST)

Educational Partner(s)	Process for Engagement
	March 13, 2025- LCAP Annual Update Data Review/Needs Assessment, Title I funding input 2025-26, ELAC Updates, FPM Review • annual update for the 2024-25 Local Control and Accountability plan • input for 2025-26 LCAP Plan (LCFF Priorities, School climate, Title I spending, CSI & Equity Multiplier Goal/Funds suggestions) • April 16, 2025-LCAP Annual Update Data Review/Needs Assessment, Funding Input Continued- Title Funds/LREBG/Equity Multiplier Goal/Fund Input for Court & Community Schools May 15, 2025 LCAP 2025-26 Review, Site level Title I funding review/approval, ELAC Updates Winter 2024/Spring 2025 Parent Cafe-parents and caregivers can share experiences, get to know each other, and deepen their partnership with us in support of our students. Student Academic Success Celebrations/Showcases April-May 2025 Parent Advisory Committee (PAC) - site level engagements, 1:1 student input sessions conducted by school principals April-May 2025 • 2024-27 LCAP Plan Surveys (inclusive of school climate and TItle I Funding) available on the ACOE website, available in print form and sent to parent emails via Parent Square communication portal (English and Spanish) • In class completion of 2025-26 LCAP Plan surveys (inclusive of school climate and TItle I Funding input)

Educational Partner(s)	Process for Engagement
Other Educational Partners (Special Education through the CIM process including the school's SELPA)	5 virtual School Site Council (SSC) meetings were held for both Court and Community educational partners 6 hybrid (in person/virtual) School Site Council (SSC) meetings were held for both Court and Community educational partners September 19, 2024 SSC Membership Nominees for 2024-25 (virtual) October 3, 2024 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 7, 2024- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session, Community Schools Overview January 16, 2025- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. Spring testing (ELPAC,CAASPP/CAST) March 13, 2025- LCAP Annual Update Data Review/Needs Assessment, Title I funding input 2025-26, ELAC Updates, FPM Review • annual update for the 2024-25 Local Control and Accountability plan • input for 2025-26 LCAP Plan (LCFF Priorities, School climate, Title I spending, CSI & Equity Multiplier Goal/Funds suggestions) • April 16, 2025-LCAP Annual Update Data Review/Needs Assessment, Funding Input Continued- Title

Educational Partner(s)	Process for Engagement
	Funds/LREBG/Equity Multiplier Goal/Fund Input for Court & Community Schools April-May 2025 • 2025-26 LCAP Plan surveys (inclusive of school climate and TItle I Funding) available on the ACOE website, available on the ACOE website and emailed to community partners/service providers
Parent Advisory Committee (PAC)	5 virtual School Site Council (SSC) meetings were held for both Court and Community educational partners April-May 2025- Site level engagements to review LCAP data, metrics and provide input on the plan's goals, areas of focus/need and funding.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

ACOE schools have conducted ongoing site and LEA data review and educational partner engagement sessions throughout the 2025-26 school year. These sessions include our School Site Council (SSC)/English Learner Advisory Committee meetings, and Parent Advisory Committee (PAC) meetings facilitated by school principals to gather educational partner feedback. Data from these sessions has determined a need for increased LEA accountability to improve state assessment performance rates, English Learner supports to improve English Language Proficiency, graduation rates for both the 4 and 5 year cohorts, and the College and Career Indicator (CCI) measures for college course enrollment and/or pathway completion. In addition, an LCAP survey was available to educational partners during April and May of 2025 to obtain feedback. The following is a summary of responses and how the adopted LCAP was influenced by the feedback provided by educational partners:

Staff (inclusive of teachers, administrators, bargaining union members) Total responses: 50
Certificated Staff= 16(34.8%)
Classified Staff= 6 (13%)
Parents =2 (4.3%)
Students= 21 (43.5%) 3 Spanish responses total 24 students
Partnering organization (tutors, probation, other service providers)= 1 (2.2%)

Parent Advisory Committee Members

Students= 2 student groups Quest Academy & Parenting Teen Programs
Parents = 5

The top 3 areas respondents believed the LEA should focus on were:

- Improving Graduation Rates 25 (54.3%)
- Student academic achievement (tutoring, paraeducators, access to instructional materials) 24(52.2%)
- College and career readiness & Providing socio-emotional support/learning 20 (43.%)

In addition, LCAP Survey respondents stated that the following as the top priorities Title Funding should be used for during the 2025-26 school year were:

- Well-rounded education. (PE, Art, Music, other enrichment activities) 24 (54.5%)
- Safe and healthy students (mental health services, transportation for student safety needs, facility improvements) 24 (54.5%)
- New technology for students or classrooms 23 (52.3%)
- Homeless Youth Supports/Services 22 (48.9%)

Respondents indicated that Comprehensive School Improvement funding should be used to improved graduation rates by:

- Strategic Math support for students 30 (65.2%)
- Additional tutors for academic support 27 (58.7%)
- Strategic Literacy Support for struggling readers/English Learners 25 (54.3%)
- Credit Recovery options 25 (54.3%)

Input from the March 13 and April 16, 2025 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding input 2025-26 LCAP Plan (LCFF Priorities, School climate, Title, LREBG, CSI & Equity Multiplier Goal/Funds suggestions) were:

Identified Resource Inequities *What are we missing which causes the weaknesses?

- Ongoing need for new curriculum and supplemental support materials each year as there are marked differences in the population we serve- influx of newcomers, students with larger gaps in formal education attendance, increased need for mental health, and needs for services for students with special needs. (Goal 1)

- Students in Court and Community Schools often display significant gaps in academic skills due to inconsistent schooling so the measurement of state assessments based on grade level ability does not reflect the growth of students who are in need of foundational math, reading, and socio-emotional tools in academic environments. (Goal 1)

- Secondary teachers are not trained in literacy instruction. (Goal 2)

- Small self contained classrooms with varying student skill sets call for a need for blended learning instructional environments that are not fully actualized in our schools. (Goal 2)

- Our two sites with the highest numbers of ELs each only have one teacher to teach all students, grades, subjects, and English proficiency levels. (Goal 3)
- No dedicated English Learner TSA or staff to provide targeted PD at sites (Goal 3)
- CTE programming is challenging due to small classes and frequent site moves. (Goal 4)
- We do not have CTE credentialed teachers in our schools. We either need to hire staff to provide this or partner with community colleges to provide this instruction if we are going to have established CTE Pathways (Goal 4)
- While we have increased resources for parent engagement from the past; we still have a lack of stable enrollment and parent involvement (Goal 5)
- Unlike a traditional school, Court does not have the same opportunities to engage parents coupled with the low stability rates (Goal 5)

The following are Problem Statement(s) identified by our Educational Partners in an effort to identify areas in need of change in the 2025-26 LCAP plan:

Goal 1: Graduation rates are difficult to analyze as our students are transient.

Goal 2: Students in Court and Community Schools often display significant gaps in academic skills due to inconsistent schooling so the measurement of state assessments based on grade level ability does not reflect the growth of students who are in need of foundational math, reading, and socio-emotional tools in academic environments. Focus on literacy support and math interventions to improve student skill gaps.

Goal 3: Our very small, alternative education schools are attempting to meet a wide range of diverse language and other needs. (with limited staff and time)

Goal 4: CTE programs are challenged by the nature of our programs (i.e. very small schools, either high rates of transiency or potentially nursing mothers) and transportation challenges. Community school administrators at Parenting Teen sites can take on the duties of the College & Career Manager due to their relatively small size and the need for multilingual communication for students/families related to CCI.

Goal 5
- While We have increased resources for parent engagement from the past; we still have a lack of stable enrollment and parent involvement
- Unlike a traditional school, Court does not have the same opportunities to engage parents coupled with the low stability rates
- COST/RTI process revisions at sites in 2024-25 made it more difficult to track data on services provided to students.

Goal 6: We do not have Student Programs dedicated staff for our Foster Youth (retirements/exited staff in 24-25) . The FY Academic Mentor

positions have been reduced/disappeared and we need specific targeted services for both MKV and FY along with staff training on FY rights. (Goal 6)
Transportation is needed/required for our FY coming to our schools

Further Questions/ Wonderings:

Goal 1:
How do we really know if our students graduate when they leave us? How can we track efficacy of programming to support our youth?

Goal 2:
How are we measuring student success/achievement outside of state assessments?

How is our local assessment (MAP Reading/Math) being used to identify both student needs and teacher preparation needs?

Goal 3:
How does the influx of Newcomers affect our EL progress rates?

How can we best support all our EL students, including those with IEPs?

How are federal education cuts and increased immigration enforcement going to impact programs to support EL and students with IEPs?

If our sites were located on community college campuses, could students access a wider range of ELD (and other) coursework, at their level?

Goal 5:
How do we build robust community schools and relationships with parents if they do not stay with our district?

Goal 6:
How does the countywide FY transportation agreement provide funding so that Student Programs Title funding could be used to support FY in different ways?

There should be an inquiry of how other COEs use Title funding to support FY. What are these students needs aligned to what is allowable?

Funding Input from Educational Partners for Court & Community Schools

Goal 1 Graduation Rate Improvement :
Title 1A: math manipulatives /curriculum to meet the unique needs of students with reading or math gaps

CSI– more project-based learning at the court schools, which often requires additional funds for licenses and materials
a new curriculum help–usually a teacher who is effectively trained in explicit instructional techniques is money better spent.
Supporting professional development among the different schools run by in-house teachers means that there will be PD that is relevant to our unique sites

Title IV
Many of our expelled students have to travel by public transportation across great distances to our schools and it can be a safety risk to travel through certain areas if they are gang involved. We should consider providing safe transportation options to make sure these students come to school

Goal 2: Academic Supports (Equity Multiplier)
Title 2: Reading instruction training for staff. Clear credentialing fees for teachers/admin.

LREBG or Equity Multiplier
maybe just paying for teachers to make sure we have the staffing to offer A–G courses, Elective, world language courses, and career technical education
a reading specialist (enough students are testing below middle school) which indicates students struggle to operate at a functional literacy level. OR reading training for teachers (most hs teachers were not taught explicit reading techniques)

Equity Multiplier- teaching staff, teachers or paraeducators to provide the academic support needed

Prop 28- art/craft student business for afterschool

Goal 3: English Learner Progress
Title 1A:
support for college Dual Enrollment in ELL classes
materials for EL instructional needs, esp. For newcomers and Long term EL (Write Brain Curriculum, Spanish/English children's books, Summer School English Class that teaches english to students)
Ongoing professional development for both integrated and designated EL instruction
additional digital curriculum or language devices to support English language proficiency

Title IV- training staff on tech hacks for EL learners and apps and software that support them in accessing information

Prop 28- Afterschool programming for EL student interests

Goal 4: College & Career
LREBG: Funding for textbooks, materials, and transportation for concurrent classes.
LREBG: classified support for dual enrollment class management/logistics

Goal 5: Whole Child Supports and Services
Title IV- SEL curriculum for expelled students (Second Step)

Prop 28 - visiting artist workshops and supplies

Goal 6: Foster Youth
Title I–A Foster Youth cell phones and minutes, so our students always have a way to stay in touch
home visits to talk about what the graduation requirements are for our programs, what supports are in place, and about concurrent enrollment
The School Bus–a large bus that has a classroom inside, a shower, clothing, and food to serve our youth on the streets. A teacher and counselor could be partnered to help give wrap around services to the children.
Student Programs dedicated staff for FY

The following areas of the LCAP have been updated based on the feedback provided by educational partners:

Goal 1
Action/Service 1.1 Technology Programs- additional support programs needed to provide individualized learning plans, credit recovery options, academic support interventions, differentiated by needs based on data) to improve student skill gaps using math interventions, purchase of Math 180 intervention program

Goal 2
Action/Service 2.2 Library Services- Literacy Training Site staff will receive professional development and access to literacy materials to to provide improve their ability to increase student foundational literacy skills. Addition of Literacy Specialist position at Court Schools

Removal of ACOE SPaS will provide golf through the Oakland golf course to Court School youth, as this service is now provided by probation.

Goal 3

Action/Service 3.1 English Learner Materials increased budget to ensure materials for a range of EL students from newcomer, SIFE, LTEL, and RFEP are available to meet student English Language acquisition needs are met.

Goal 4

Action/Service 4.1 A-G Course Access will be rewritten to include both digital and non digital curriculum to better align to metric 4.10 and to better reflect the LEA's efforts to broaden the course of study available for enrolled students

Action/Service 4.5 College and Career Support will move from the College & Career Manager to Site counselors and principals who will support infrastructure for college and career pathways, college course enrollment, meet individually with all students to support academic

course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities, field trips, and CCI portfolio creation.

Action/Service 4.7 CTE Instruction will be provided by part time teachers and the exploration of local area assignment teachers in the LEA so that students will complete CTE pathways needed for the CA Dashboard CCI.

Goal 5

Action/Service 5.4 The Community School Program Director will coordinate with partners, districts, community based organizations, students and families to communicate LEA and site wide engagements for both academic and social emotional engagements.

Action/Service 5.7 Whole Child training for staff to support Expelled students will expand to include the purchase of Second Step curriculum; an evidence-based social-emotional learning curriculum that fosters students' emotional intelligence, empathy, and problem-solving.

Goal 6
Action/Service 6.3 Transportation Costs Foster Youth funding source will change from Title I A to align with countywide transportation agreement funding sources in 25-26

Action/Service 6.4 Court and Comm. Schools Foster Youth Paraeducator has been eliminated and role in Student Services division provided countywide support as an Attendance Technician with .30 FTE dedicated to ACOE FY student

Alameda County Office of Education schools will need to continue to address consistently low-performing student groups on the CA Dashboard ; specifically our highest demographic groups who are students identified as Socioeconomically Disadvantaged (Community Schools 74.1% & Court Schools 100%), English Learners (Community Schools 37.9% & Court Schools 9.1%), African American (35.3%), and Foster Youth 13.7% (Court Schools 9.1%). Goals metrics and actions for year 2 (2025-26) of the 2024-27 LCAP have been refined to include additional funding and targeted student support after a variety of educational partner data review sessions to support student achievement. In addition, we provided an opportunity for educational partners to provide input both Equity Multiplier and possible 2025-26 LREBG funding for Court & Community Schools during our data review and needs assessments.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
1	Graduate the most vulnerable students at an increase of 5-10% for each year of the three year LCAP cycle. The LEA will provide curriculum, staffing, transportation, and extended year instructional options to and erase the predetermination of failure for children from communities of violence and poverty. This goal is designed to address the following 2023 CA Dashboard data: School Student Group Lowest Performance Alameda County Community Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Community All Students Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation Graduation rates in the 2023 CA Dashboard show that ACOE Schools 35.6% graduated identified this goal for focused attention Relevant consultation with educational partners took place throughout the year during School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students on the following dates. November 7, 2024- Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates January 22, 2025- Site Plan for Student Achievement Review/Approval, LCAP Mid-year review, March 13, 2025- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2024 State/Local Assessment data, 2024 CA Dashboard data, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding April 16, 2025- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding Planned: May 15, 2025-LCAP 2025-26 Review/Input session Meetings with the California Department of Education focusing on the improvement of LEA wide Graduation rates -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability:	Focus Goal

Goal #	Description	Type of Goal
	October 1, 2024 Differentiated Assistance Overview, creating the 2024-25 Action Plan for CCI and Graduation Rates December 10, 2024 Review of CA Dashboard data and continuation of the 2024-25 Action Plan for CCI and Graduation Rates Feb. 4, 2025 Connecting Community Schools' Framework to Differentiated Assistance April 8, 2025 2025-26 Action Plan for CCI and Graduation Rates mapping engagements, roles, & responsibilities June 3, 2025 Mapping Educational Partner Engagement for the DA 2025-26 Action Plan for CCI and Graduation Rates Input from partners on how to focus on graduation rate improvement for ACOE Schools included requests for site counselors to support students with academic advising, guidance, and completion of the Individualized Learning and Transition Plans (ITLP) for secondary and post-secondary options, course recommendations, transcript review, credit recovery, and possible additional coursework options to meet graduation requirements at an accelerated pace. We will identify the number of students in cohorts 4 and 5 entering our schools with credit attainment reasonable to expect graduation during the applicable school year. In addition, we will also analyze and report data for students in graduation cohorts 4, 5, and beyond who enter our school year from their districts of residence with credit attainment below any reasonable graduation expectations for the current year. These data analysis sessions took place during both site RTI and data team meetings and while our educational partners understand the state and federal threshold of 68% graduation rates; it is regularly vocalized that the reality is many of our students enroll significantly credit deficient, have had gaps in education, are in need of targeted skill focus, and remediation requiring individualized educational plans that meet the needs of students, and equip them with the literacy, critical thinking, and social emotional capital needed to navigate postsecondary life.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Data from the California Dashboard for Alternative School Systems has identified both Alameda County Office of Education's Court and Community Schools for Comprehensive Support and Improvement (CSI) due to 2023 graduation rates falling below the minimum state expectations with the removal of the one year cohort measure. While graduation rates increased for African American (+5.8%), Homeless (+12.2%), and Foster Youth (+20%) . The data shows that the following subgroups were among those reported in this data: African American, Hispanic, Foster, Homeless, and Socioeconomically Disadvantaged are below the dashboard threshold of 68%. Due to this performance, Alameda County Office of Education's Court and Community Schools have entered into Differentiated assistance with the California Department of Education. In addition to receiving technical assistance from the CDE, graduation rates,(LEA wide 35.6% graduated, Community 46.9% graduated, Court 25% graduated) have also identified our schools for Comprehensive School Improvement (CSI) and will require ongoing monitoring and evaluation of effectiveness of identified metrics designed to show progress for alternative schools' unique student needs aligned actions/services; in addition to the use of school-level needs assessment, evidence-based interventions, and the identification of resource inequities to be addressed through the implementation of the LCAP/CSI plan to improve graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who graduated high school in four year cohort (Priority 5: Pupil Engagement (Engagement)	35.6% graduated 2023 CA Dashboard data	21.1% graduated (14/68) 2024 CA Dashboard		50%	decrease of 14.4% (2024 =71 students 2023=90 students)
1.2	% of students who graduated high school in five year cohort (Priority 5: Pupil Engagement (Engagement)	14.4% graduated 2023 CA Dashboard data	21.1% graduated (6/61) 2024 CA Dashboard		20%	increase of 6.8%
1.3	% of students on reduced graduation plans (Priority 5: Pupil Engagement (Engagement)	LEA Wide 26% (17/66) Juvenile Court Schools: 30% (15/50) Community Schools: 12.5% (2/16)	LEA Wide 22% (6/27) Court= 18% (3/17) Community=30% (3/10) as of Dec. 2024		Varies by enrollment # of 12th graders each year.	decrease of 4% LEA wide Court Community

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 LEA data				
1.4	% of incoming 12th graders significantly behind on credits at time of enrollment (149 or less) Priority 4: Pupil Achievement (Pupil Outcomes)	2 out of 11 2023-24 LEA data	32% (8 out of 25 in either the 4th or 5th year cohort entered needing 100 or more credits)		Varies by enrollment # of 12th graders, >20%	14% increase (18% 23-24, 32% 24-25)
1.5	% of Graduating English Learner students (Priority 5: Pupil Engagement (Engagement)	3.8% 4 year cohort 15.4% 5 year cohort 2023 CA Dashboard data	13.2% 4 year cohort 11.1% 5 year cohort 2024 CA Dashboard		10% 4 year cohort 20% 5 year cohort	4 year cohort decrease of of 3.2% 5 year cohort increase of 8.9% (2024 =18 students 2023=25 students)
1.6	% of Graduating Foster Youth students Priority 10: Foster Youth – COEs Only (Conditions of Learning)	24% 4 year cohort 16% 5 year cohort 2023 CA Dashboard data	15.8% 4 year cohort/ 5 year cohort 2024 CA Dashboard		30% 4 year cohort 20% 5 year cohort	4 year cohort decrease of 8.2% 5 year cohort decrease of .2% (2024 =19 students 2023=25 students)
1.7	% of high school students who have dropped out of school (Priority 5: Pupil Engagement (Engagement)	2022-23 CALPADS data LEA Wide. 70% (49/70) Comm. =56% (14/25) Court = 77.78% (35/45)	2023-24 CALPADS data LEA Wide. 56.76% (42/74) Comm. =28% (7/25) Court = 71.43%		<50%	LEA wide decrease of 13.24% decrease Comm Schools 28% decrease Court Schools 6.35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(35/49)			
1.8	% of graduates meeting UC/CSU requirements Priority 4: Pupil Achievement (Pupil Outcomes)	0% 2023 CA Dashboard data	1.5% 2024 CA Dashboard data		50%	increase of 1.5%
1.9	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Priority 1: Basic (Conditions of Learning))	100% 2023-24 LEA data	100% 2024-25 LEA data		100%	maintained
1.10	# of LEA Content Area Adoptions (Priority 7: Course Access -Conditions of Learning)	4 (ELA/ELD, Math, Science, Social Sciences) 2023-24 LEA data	4 (ELA/ELD, Math, Science, Social Science) 2024-25 LEA Data		6 Addition of Health, US History, World History	maintained 4
1.11	100% of students will complete an Individualized Learning and Transition Plan (ILTP) (Priority 5: Pupil Engagement)	88% (125/141) 2023-24 LEA data	93% 2024-25 LEA data		100%	increased 5%
1.12	% of Court School graduates	25% graduated 2022-23 CA Dashboard data	11.9% graduated 2023-2024 CA Dashboard data		35%	decrease of 13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Pupil Achievement (Pupil Outcomes)					
1.13	% of Community School graduates Priority 4: Pupil Achievement (Pupil Outcomes)	46.9% graduated 2022-23 CA Dashboard data	35.7% graduated 2023-2024 CA Dashboard data		60%	decrease of 11.2%
1.14	% students who have passed an advanced placement examination with a score of 3 or higher (Priority 5: Pupil Engagement)	0	0		0	maintained
1.15	% of Graduates who are African American, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged Priority 4: Pupil Achievement (Pupil Outcomes)	African American 37.5% Foster Youth 40% Hispanic 32% Homeless 40.7% Socioeconomically Disadvantaged 35.6% 2022-23 CA Dashboard data	African American no perf. color Foster Youth 15.8% Hispanic 13.2% Homeless 31.6% Socioeconomically Disadvantaged 20.6% 2023-24 CA Dashboard data		African American 45% Foster Youth 50% Hispanic 40% Homeless 45% Socioeconomically Disadvantaged 40%	African American no perf. color Foster Youth Declined 24.2% (19 students) Hispanic Declined 18.8% (38 students) Homeless Declined 9.2% (19 students) Socioeconomically Disadvantaged Declined 15% (68 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Court Schools 1 Year Cohort DASS Graduation Rate (Priority 5: Pupil Engagement (Engagement)	55.6%. (10/18) 2022-23 CA DASS Dashboard	No data available for One-year Graduation Rate due to small n-size			
1.17	Community Schools 1 Year Cohort DASS Graduation Rate (Priority 5: Pupil Engagement (Engagement)	69.7% 2022-23 CA DASS Dashboard	2023-24 1-Year Cohort Graduation Rate= 61.1% (11/18)		75%	decrease of 8.6%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Alameda County Office of Education's Court and Community Schools implemented all actions and services in Goal 1 of the LCAP during the 2024-25 academic year in an effort to improve Graduation rates. These efforts included the monitoring of all LCAP metrics 1.1-1.15, the implementation of the Comprehensive School Improvement (CSI) plan as well the partnering with the California Department of Education, as part of the Differentiated Assistance support.

The Graduation Differentiated Assistance Plan consists of the following three strategies aligned to our LCAP Actions/services and identifies related LCAP metrics, actions/services, staff responsible and a timeline for when actions within the strategies are implemented and or data/outcomes are reviewed:

STRATEGY #1: Create a tiered model of academic support (tier 1= high quality instruction in every class, tier 2=prevent students from failing through academic tutors, regular progress reports, tier 3=credit recovery built into schools (embedded in LCAP Action/Services: Goal 1 Graduation Rates, Goal 2 Academic Achievement, Goal 3 English Learner Progress)

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation. (embedded in LCAP Action/Services: Goal 5: Whole Child Supports and Services)

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools (embedded in LCAP Action/Services: Goal 1 Graduation Rates, Goal 2 Academic Achievement, Goal 3 English Learner Progress, Goal 4 College & Career Indicator, and Goal 6 Foster Youth Supports and Services)

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 1 include:

- 2024 One-year DASS Graduation Rate Community School 61.1% is 3x higher that both the 4 and 5 year cohort rates (21.1% graduated) (*newly added metrics 1.16 & 1.17)
- Ongoing academic support through the use of paraeducators (Action/Service1.2) who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services
- Site level monitor/analyze data of students to ensure graduation rate improvement (Action/Service1.3) which have in turn reduced the dropout rate LEA wide by 13.24%
- An increase in the number Supplemental Materials/Digital Programs (Action/Service 1.5) to mitigate learning loss
- Regular replacement or additional technology for the use of digital curriculum for staff and students (Action/Service 1.6)
- Access to and ongoing purchasing of Common Core Curriculum Materials to ensure that students obtain high school credits needed to progress towards graduation during the academic year (Action/Service 1.7) and the availability of curriculum designed for students with exceptional needs (Action/Service 1.9) during the regular academic and summer school sessions (Action/Service 1.10)
- Court and Community Schools Counselors who will meet individually with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP) (Action/Service 1.8)
- Development of stand alone Ethnic Studies course through professional development to meet the new graduation requirement so that by the 2025-26 school year, we can provide course to students in grades 9-12

The LEA experienced some challenges with the implementation of actions/services in Goal 1:

- Influx of students with credit deficient and data showing the need for different instruction tools (intervention digital platforms) and supports to mitigate academic gaps to provide individualized learning plans, credit recovery options, academic support interventions. (Action/Services:1.1)
- Retirement of veteran staff and hiring challenges related to obtaining experienced educational professionals to provide academic supports and services for students with unique needs in county operated schools and changes in roles for Ed. Liaisons work closely with MKV students(Action/Services:1.4)
- Deficient in budget allocations and/or inability to use funding as budgeted for transportation services (Action/Services:1.14),

- Inability to provide intersession (planned 3, only 2 took place) and or enrichment services for students due to partner constraints/unavailability (Action/Services:1.11,1.12 & 1.13)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:
1.2 Academic Support
Cost of veteran teacher who became a SpEd resource teacher and veteran to new teacher at Court schools difference $174,556.30
BAYAC contract reduced by 95K

1.5 Supplemental Materials/Digital Programs
Additional purchases for instructional needs using CSI funding to meet unique needs of Court School students

1.6 Technology Infrastructure
Budgeted for more than actual needs for site Technology Infrastructure -25K difference

1.7 Common Core Curriculum Materials
Additional purchases for Common Core instructional needs using CSI funding to meet unique needs of Court and Community School students +34K different

1.8 Academic Counselors
Funding source changed for Court School counselor budgeted 70% of Title I D and 30% MHSSA, actual expenditure 30% of Title I D and 70% MHSSA, difference of $31K

1.10 Summer School Staff (Community and Court Schools)
Budget was made using projections from 23-24 summer school, 24-25 summer school employed less teachers (PTP sites) and some who were employed were new and do not have the salary rate of veteran staff members. $102K difference

1.11 After School Program (Community Schools)
A portion of the afterschool program moved to another funding source to pay for yoga classes provided at Community Schools $29K

1.12 Arts Intersession (Court Schools)
Budget allocated for 3 Court Schools' Arts Intersessions (June, August, and March). Only 2 Arts Intersessions provided (June 2025 and March 2025) difference $45K

1.13 Community School Enrichment

Contract for Girl Scouts did not materialize (Title IV $10K) and Love Never Fails Inc was paid for out of a local funding source -$16K

1.14 Transportation Costs
Funding allocated to provide HopSkipDrive transportation services using CSI funding could not be used in this manner per the CDE (GMART reporting) -100K, will use $10K of Title IV for non FY/HL student transportation needs to ensure safety needs based on input from the Title funding comprehensive needs assessment

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA has seen improvement in the following metrics:
Metric 1.2- % of students who graduated high school in five year cohort increase of 6.8%, Current Difference Target for Year 3 Outcome - 28.9%

Metric 1.5 -% of Graduating English Learner students 5 year cohort increase of 8.9%, Current Difference Target for Year 3 Outcome +1.1%

Metric 1.7- % of high school students who have dropped out of school LEA wide decrease of 13.24%, decrease Comm Schools 28%, & decrease Court Schools 6.35%

Metric 1.8- % of graduates meeting UC/CSU requirements increase of 1.5%

Metric 1.11-% of students will complete an Individualized Learning and Transition Plan (ILTP) increased 5%

Related Actions/Services deemed EFFECTIVE:
1.2 Academic Support - Educational instruction and support services will be provided to mitigate learning loss coupled with the use of tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments

1.3 Graduation-Expelled Students Data- Regularly monitor/analyze data of students to ensure graduation rate improvement by identifying expelled students enrolled in Student Programs and Services schools, who qualify for AB 167/216, AB 1806, AB 2306, AB 2121, and AB 114 considerations due to identification as foster and/or previously adjudicated youth who may meet requirements for reduced graduation plans in an effort to mitigate dropout rates. Ensure that staff are supported with training and resources to implement LEA reduced graduation requirement policy.

1.4 Graduation-Foster Youth Complete transcript analysis of Foster Youth students who are eligible for graduation exemption eligibility (AB 167/216). Ensure FY students receive partial credit for time enrolled in courses if making satisfactory academic progress. Utilize data in Foster Focus and CALPADs to identify potential 12th graders and collect transcripts to establish number of credits earned and needed for diploma. Insure AB 216/graduation credit waiver is applied, if appropriate. Support and help develop relationship between foster student and

high school counselor so that courses assigned will result in diploma completion and improve FY graduation rates in both the 4th and 5th year cohorts.

1.5 Supplemental Materials/Digital Programs- Teachers will use supplemental materials as scaffolds to students who do not show grade level proficiency and the ability to master grade level content as determined by the MAP reading/math assessment(s) in order to provide remediation and skill improvement as a means to mitigate learning loss in order to make progress towards grade level standards and completion of A-G coursework.

1.6 Technology Infrastructure- ACOE SPaS will maintain technology infrastructure, including maintenance and repair of computers for the use of digital curriculum for staff and students so that we increase access to 21st century learning by 50% by the end of the school year.

1.7 Common Core Curriculum Materials-Funding for common core curriculum materials for both middle and high school students to provide courses for credit recovery, inclusive of scaffolding materials for EL/struggling readers, and expelled students to accelerate graduation rates across the SPaS community by ensuring there are current materials for possible adoption for courses for secondary course requirements.

1.8- Academic Counselors at Court and Community Schools Counselor who will meet individually with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP), monitor progress toward graduation requirements, guide students/staff to appropriate placement/site offerings are made in school and if transition to districts are needed.

1.9 Exceptional Students Curriculum Curriculum designed for students with exceptional needs will be offered to meet IEP goals to ensure that students are able to complete coursework needed for graduation.

1.10 Summer School Staff (Community and Court Schools) School staff will provide four weeks of summer instruction to students, to continue skill gap improvement, provide credit recovery opportunities, and to improve student outcomes on state and local assessments.

1.11 After School Program (Community Schools)- Community Based organizations will provide career exploration, case management, and extra-curricular learning opportunities to impact student engagement in school to increase attendance and academic achievement. These services provided by BAYAC Americorps are tutoring to support student academic improvement, while Safe Passages provides tutoring as well as soft skill building, social-emotional support and real world experiences.

1.12 Arts Intersession (Court Schools)Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Court Schools can earn partial elective credits required for graduation three times a year during the school intersession periods.

1.15 Ethnic Studies Course Development-Staff will participate in professional development to create an LEA wide course embedded into an A-G United States the course to meet the new Ethnic Studies requirement so that by the 2025-26 school year, we can provide newly adopted curriculum to students in grades 9-12 to meet graduation requirements

The LEA has not seen improvement in the following metrics:
Metric 1.1- % of students who graduated high school in four year cohort decrease of 14.4%

Metric 1.5- % of Graduating English Learner students 4 year cohort decrease of of 3.2%

Metric 1.6-% of Graduating Foster Youth students 4 year cohort increase of 14.2% & 5 year cohort increase of 14.7%

Metric 1.12-% of Court School graduates decrease of 13.1%

Metric 1.13- % of Community School graduates decrease of 11.2%

Metric 1.15- % of Graduates who are African American, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged

- Foster Youth Declined 24.2% (19 students)
- Hispanic Declined 18.8% (38 students)
- Homeless Declined 9.2% (19 students)
- Socioeconomically Disadvantaged Declined 15% (68 students, 100% of demographic groups listed above)

Actions/Services deemed INEFFECTIVE in that the desired result was not achieved:
1.1 Technology Programs- Many of our existing programs were underutilized and new programs purchased that were not fully utilized to support a Learning Loss Intervention program to assist students who are having academic difficulties in the classroom meet the academic standards.

1.13 Community School Enrichment-some community based organizations were not available to provide arts based instruction so that middle and high students at Community Schools in order for students to earn partial elective and/or fine arts credits required for graduation.

1.14 Transportation Costs- Inability to use identified funding to provide transportation services for Community School students from their districts of residence to mitigate low attendance and truancy rates, safety issues and improve academic outcomes so students can graduate within their assigned cohort.

Metrics or Actions/Services that can not be categorized as EFFECTIVE or INEFFECTIVE due to their dependency on student enrollment. These metrics are large contributors to the root causes of why many of our students do not graduate in their 4th or 5th year cohort.

1.4 % of incoming 12th graders significantly behind on credits at time of enrollment (149 or less) 14% increase (18% 23-24, 32% 24-25)

1.3 % of students on reduced graduation plans decrease of 4% LEA wide

% students who have passed an advanced placement examination with a score of 3 or higher, the LEA does not offer AP courses

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there was no significant changes to the focus goal, it should also be noted that 2024 California Dashboard data no longer identifies Community Schools as a CSI school for graduation rates. This is because the number of students was too low, not because there was improvement in the percentage of graduates. Therefore, Alameda County Community Schools will continue to implement actions/services in the CSI and DA plans as graduation rates for both the 4th and 5th year cohorts are a necessary focus area for the 2025-26 school year. We have updated the goal to include the 2024 graduation data to reflect the current demographic groups and the most recent progress in graduation rates.

The following summarizes changes to metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice: Addition of newly added metrics 1.16 & 1.17 One-year DASS Graduation Rates for Court and Community Schools as this is a better metrics of student progress given the number of students who enroll in ACOE schools significantly behind on credits at time of enrollment

1.1 Technology Programs-Additional purchases and discontinuation of some formerly purchased platforms to ensure intervention supports meet the needs of site level academic needs to tailor individualized learning plans, credit recovery options, academic support interventions, differentiated by needs based on data from both the local and state reading/math assessments

1.13 Community School Enrichment-Identification of nes community based organizations to provide arts based instruction so that middle and high students at Community Schools in order for students to earn partial elective and/or fine arts credits required for graduation.

1.14 Transportation Costs-Identification of different funding source to provide transportation services for Community School students mitigate low attendance and truancy rates, safety issues and improve academic outcomes, as identified in the needs assessment so students attend school and are able to earn credit needed to graduate.

1.15 Ethnic Studies- Staff elected to create a 5 credit half year course instead of creating one integrated with US History, so the wording of this action/service will be updated from:

"Staff will participate in professional development to create an LEA wide course embedded into an A-G United States the course to meet the new Ethnic Studies requirement so that by the 2025-26 school year, we can provide newly adopted curriculum to students in grades 9-12 to meet graduation requirements to "Staff will participate in professional development to create an LEA wide course to meet the new Ethnic Studies requirement so that in 2025-26 school year we can provide it to students in grades 9-12 to meet graduation requirements. "

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Programs	Implement a Learning Loss Intervention program to assist students who are having academic difficulties in the classroom to meet the academic standards required to complete coursework for high school graduation. Provide 100% of students access to technology support programs needed to provide individualized learning plans, credit recovery options, academic support interventions, differentiated by needs based on data from both the local and state reading/math assessments at the end of the school year.	$11,880.00	No
1.2	Academic Support	Educational instruction and support services will be provided to mitigate learning loss coupled with the use of tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments as they acquire high school credits needed to progress towards graduation during the academic year.	$560,141.16	Yes
1.3	Graduation-Expelled Students Data Sharing/Analysis	Regularly monitor/analyze data of students to ensure graduation rate improvement by identifying expelled students enrolled in Student Programs and Services schools, who qualify for AB 167/216, AB 1806, AB 2306, AB 2121, and AB 114 considerations due to identification as foster and/or previously adjudicated youth who may meet requirements for reduced graduation plans in an effort to mitigate dropout rates. Ensure that staff are supported with training and resources to implement LEA reduced graduation requirement policy.	$71,937.88	No
1.4	Graduation-Foster Youth	Complete transcript analysis of Foster Youth students who are eligible for graduation exemption eligibility (AB 167/216). Ensure FY students receive partial credit for time enrolled in courses if making satisfactory academic progress. Utilize data in Foster Focus and CALPADs to identify potential 12th graders and collect transcripts to establish number of credits earned and needed for diploma. Insure AB 216/graduation credit waiver is applied, if appropriate. Support and help develop relationship between foster student and high school counselor so that courses assigned will result in		No

Action #	Title	Description	Total Funds	Contributing
		diploma completion and improve FY graduation rates in both the 4th and 5th year cohorts.		
1.5	Supplemental Materials/Digital Programs	Teachers will use supplemental materials as scaffolds to students who do not show grade level proficiency and the ability to master grade level content as determined by the MAP reading/math assessment(s) in order to provide remediation and skill improvement as a means to mitigate learning loss in order to make progress towards grade level standards and completion of A-G coursework.	$15,000.00	No
1.6	Technology Infrastructure	ACOE SPaS will maintain technology infrastructure, including maintenance and repair of computers for the use of digital curriculum for staff and students so that we increase access to 21st century learning by 50% by the end of the school year.	$22,000.00	No
1.7	Common Core Curriculum Materials	Funding for common core curriculum materials for both middle and high school students to provide courses for credit recovery, inclusive of scaffolding materials for EL/struggling readers, and expelled students to accelerate graduation rates across the SPaS community by ensuring there are current materials for possible adoption for courses for secondary course requirements.	$60,000.00	No
1.8	Academic Counselors	Employ academic counselors at Court and Community Schools Counselor who will meet individually with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP), monitor progress toward graduation requirements, guide students/staff to appropriate placement/site offerings are made in school and if transition to districts are needed.	$163,597.83	No
1.9	Exceptional Students Curriculum	Curriculum designed for students with exceptional needs will be offered to meet IEP goals to ensure that students are able to complete coursework needed for graduation.	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Summer School Staff (Community and Court Schools)	School staff will provide four weeks of summer instruction to students, to continue skill gap improvement, provide credit recovery opportunities, and to improve student outcomes on state and local assessments.	$477,973.25	No
1.11	After School Program (Community Schools)	Community Based organizations will provide career exploration, case management, and extra-curricular learning opportunities to impact student engagement in school to increase attendance and academic achievement. These services provided by BAYAC Americorps are tutoring to support student academic improvement, while Safe Passages provides tutoring as well as soft skill building, social-emotional support and real world experiences.	$47,000.00	No
1.12	Arts Intersession (Court Schools)	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Court Schools can earn partial elective credits required for graduation three times a year during the school intersession periods.	$115,000.00	No
1.13	Community School Enrichment	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Community Schools can earn partial elective and/or fine arts credits required for graduation.	$14,500.00	No
1.14	Transportation Costs	Provide transportation services aligned to for Community School students from their districts of residence, to ensure student safety needs are me, mitigate low attendance and truancy rates and improve academic outcomes so students can graduate within their assigned cohort.	$10,000.00	No
1.15	Ethnic Studies Course Development	Staff will participate in professional development to create an LEA wide course to meet the new Ethnic Studies requirement so that in 2025-26		No

Action #	Title	Description	Total Funds	Contributing
		school year we can provide it to students in grades 9-12 to meet graduation requirements.		

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
2	The LEA will provide staffing and tools so that robust academic achievement growth for the most struggling students is demonstrated by differentiating supports to reduce disparity in levels of achievement between subgroups through an assets-oriented approach and standards-based instruction to meet academic needs for students will high instability rates at both ACOE Court and Community Schools. The provision of professional development, curricular materials, and other educational support resources will improve student performance rates on both state (CAST/CAASPP) and local MAP assessments by up to 5% during the three year LCAP plan cycle. This goal is designed to address the following 2023 CA Dashboard data points: School Student Group Lowest Performance Alameda County Community (Equity Multiplier) Socioeconomically Disadvantaged Graduation School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Community (Equity Multiplier) All Students Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI LEA-wide Lowest Performance Homeless CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation 2024 CA Dashboard data points: School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	LEA-wide Lowest Performance Alameda County Juvenile Hall/Court Foster Youth, Hispanic Homeless CCI School-wide Lowest Performance Alameda County County Community (Equity Multiplier) All Students CCI English Language Arts assessment LEA-wide Lowest Performance Foster Youth, Hispanic (271.5 points below standard), English Learners (304.6 points below standard) Math assessment LEA-wide Lowest Performance Foster Youth, Hispanic (293.5 points below standard), English Learners (325.1 points below standard), Socioeconomically Disadvantaged (265.5 points below standard) Relevant consultation with educational partners took place throughout the year during School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students on the following dates. November 7, 2024- Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates January 22, 2025- Site Plan for Student Achievement Review/Approval, LCAP Mid-year review metrics/fiscal expenditures March 13, 2025- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2024 State/Local Assessment data, 2024 CA Dashboard data, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding April 16, 2025- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding Planned: May 15, 2025-LCAP 2025-26 Review/Input session Meetings with the California Department of Education focusing on the improvement of the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability:	

Goal #	Description	Type of Goal
	October 1, 2024 Differentiated Assistance Overview, creating the 2024-25 Action Plan for Graduation Rates December 10, 2024 Review of CA Dashboard data and continuation of the 2024-25 Action Plan for Graduation Rates Feb. 4, 2025 Connecting Community Schools' Framework to Differentiated Assistance April 8, 2025 2025-26 Action Plan for Graduation Rates mapping engagements, roles, & responsibilities June 3, 2025 Mapping Educational Partner Engagement for the DA 2025-26 Action Plan for CCI and Graduation Rates During SSC/ELAC meetings with our educational partners deemed that It was determined that equity multiplier funds in our LCAP. should be used for staffing to ensure instruction is aligned to Common Core State Standards. The LCAP survey also indicated the need for funding to directly support the classroom instruction who work to meet the educational needs of a highly mobile population in our ACOE Court and Community Schools. The LEA will focus on providing students with CCSS course rigor that is also present in our Alameda districts instruction so that we ensure we are providing a comparable education, n addition, our adopted instructional materials are both A-G and CCSS/CDE framework instructional materials containing embedded assessments students will need to pass to meet graduation requirements and and also improve state assessment performance rates as these assessments are based on NGSS/CCSS.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Alameda County's Office of Education's Court and Community Schools will both receive Equity Multiplier funding. Each school have the same student group(s) performing at the lowest performance level on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Program). While our student groups have been less than 11 for most demographics, the data shows that African American students, Students with Disabilities (270.9 points below standard) and Socioeconomically Disadvantaged (91.8% of our students) have performed below standard by 204.6 points in ELA and 320 points below standard in Math. While ELA CAASPP has showed a slight

increase; both Math and English Learner Progress (27.6% of our population) has decreased. Common issues the school sites are experiencing are the school's non-stability rates of 79.1% for ACOE Community Schools and 97.2% for ACOE's Court Schools. These students typically have credit deficiencies when enrolling in our schools from county districts due to a number of factors including attendance and inconsistent schooling, While 100% of our staffing is properly credentialed per EC Section 44865 for COE alternative schools - (h)Juvenile court schools & (i)County community schools. 76.00% at Community Schools and 73.83% of Court School teachers are not deemed as such per Federal ESSA credentialing and subject matter preparation requirements. For these reasons, the goal to equip the most vulnerable students and those who serve them with the tools to thrive through the use of LCFF and other funding in addition to Equity Multiplier funds has been developed for Alameda County's Office of Education's Court and Community Schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Teacher Mis-assignments Priority 1: Basic (Conditions of Learning)	76.00% at Community Schools 73.83% of Court School per Federal ESSA 2022-23 Dataquest 0% per EC Section 44865	2023-24 Dataquest not available		60% at Court and Comm. Schools	unknown
2.2	% Teacher Vacancies Priority 1: Basic (Conditions of Learning)	17% (2 out of 12) 2023-24 LEA data	0 (0 out of 12) 2024-25 LEA data		0	maintained 0
2.3	% of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks (Priority 2: Implementation of State Standards)	100% 2023-24 LEA data	100%		100%	maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	100% of students will complete an Individualized Learning and Transition Plan (ILTP) Priority 5: Pupil Engagement (Engagement) (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	88% (125/141) 2023-24 LEA data	95% 2024-25 LEA data		100%	increase of 7%
2.5	% of teachers who are observed (via administrator, coach, or peer) implementing CA state standards (Priority 2: Implementation of State Standards)	50% 2023-24 LEA data	100% 2024-25 LEA data		100%	Maintained 100%
2.6	% of teachers who agree or strongly agree that they are able to effectively implement CA state standards based on professional development session(s) attended (Priority 2: Implementation of State Standards)	44% New metric baseline established in 2024-25	44% (7/16)		100%	New metric baseline established in 2024-25
2.7	% Met/Exceeded Standards for All	Spring 2023 CAASPP ELA	Spring 2024 CAASPP ELA		15% LEA wide	Court schools maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students - CAASPP ELA (Priority 4: Student Achievement)	COURT SCHOOLS 0% Met/Exceeded Standard 6.67% Nearly Met Standard COMMUNITY SCHOOLS 18.18% Met or Exceeded Standard 9.09% LEA wide	COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS Grade 8 Tested=2 Standard Met (Level 3) 50% Grade 11 0% Met/Exceeded Standard			Community Schools increase 50% grade 8 Standard Met
2.8	% of students tested (participation rate) - CAASPP ELA (Priority 4: Student Achievement)	Comm. Schools CAASPP ELA Grade 8 Tested =11 Enrolled=14 Participation Rate 79% Grade 11 Tested =9 Enrolled=9 Participation Rate 100% OVERALL Participation Rate 84% COURT SCHOOLS CAASPP ELA Grade 8 Tested =5 Enrolled=9 Participation Rate 56% Grade 11 Tested =10 Enrolled=15 Participation Rate 67% OVERALL Participation Rate 62.5 % Spring 2023 data	Spring 2024 Total tested 20 across Court and Community Schools Fewer than 11 students per schools so OVERALL Participation Rate not available		95%	Fewer than 11 students per schools so OVERALL Participation Rate not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	% Met/Exceeded Standards for All Students - CAASPP MATH (Priority 4: Student Achievement)	Spring 2023 CAASPP COURT SCHOOLS 2022-23. 0% Met/Exceeded Standard COMMUNITY SCHOOLS 100% Standard Not Met 4.76% Nearly Met Standard Spring 2023 data	Spring 2024 CAASPP Math COURT SCHOOLS Grade 8 & Grade 11 Standard Not Met 100% COMMUNITY SCHOOLS Grade 8 & Grade 11 Standard Not Met 100%		5%	Court & Community Schools maintained 0
2.10	% of students tested (participation rate) - CAASPP MATH (Priority 4: Student Achievement)	Comm. Schools CAASPP Math Grade 8 Tested =11 Enrolled=14 Participation Rate 79% Grade 11 Tested =9 Enrolled=9 Participation Rate 100% OVERALL Participation Rate 84% COURT SCHOOLS CAASPP Math Grade 8 Tested =5 Enrolled=9 Participation Rate 56% Grade 11 Tested =10 Enrolled=15 Participation Rate 67%	Spring 2024 Total tested 20 across Court and Community Schools Fewer than 11 students per schools so OVERALL Participation Rate not available		95%	Fewer than 11 students per schools so OVERALL Participation Rate not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OVERALL Participation Rate 62.5 % Spring 2023 data				
2.11	% Met/Exceeded Standards for All Students - CA Science Test (CAST) (Priority 4: Student Achievement)	Spring 2023 CAST Comm. Schools 0% Met or Exceeded Standard, 38.87% Nearly Met Standard Court Schools CAST *testing group below 10, no proficiency level data available	Spring 2024 CAST COURT SCHOOLS Grade 8 & Grade 12 Standard Not Met 100% COMMUNITY SCHOOLS Grade 8 & Grade 12 Standard Not Met 100%		5%	Court Schools maintained 0 Community Schools decreased 38.87% Nearly Met Standard (2023) Standard Not Met 100% (2024)
2.12	% of students tested (participation rate) - CA Science Test (CAST) (Priority 4: Student Achievement)	Comm. Schools 81% Participation Rate (18 tested out of 22) Court Schools CAST 61.5% Participation Rate (8 tested out of 13) Spring 2023 data	Spring 2024 Total tested 6 across Court and Community Schools Fewer than 11 students per schools so OVERALL Participation Rate not available		95%	Fewer than 11 students per schools so OVERALL Participation Rate not available
2.13	% of All Students meeting/exceeding standards in Local Assessments (MAP) in	23-24 READING Fall Test Window Only- at or above grade level for Fall Reading	Fall 2024 COURT SCHOOLS Reading		25%	COURT SCHOOLS decrease 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reading (pre-assessment) (Priority 4: Student Achievement)	Reading, COURT 79 total students. 13/79 = 16% Reading, COMMUNITY 62 total students. 11/62 = 18%	# of students at or above grade level: 9 Total tested students: 100 9/100 => 9% COMMUNITY SCHOOLS Reading # of students at or above grade level: 5 Total tested students: 60 5/60 => 8%			COMMUNITY SCHOOLS decrease 10%
2.14	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Math pre-assessment) (Priority 4: Student Achievement)	23-24 MATH Fall Test Window Only- at or above grade level for Fall Math Math, COURT 63 total students. 5/63 = 8% Math, COMMUNITY 62 total students. 5/62 = 8%	Fall 2024 COURT SCHOOLS Mathematics # of students at or above grade level: 8 Total tested students: 95 8/95 => 8% COMMUNITY SCHOOLS Mathematics # of students at or above grade level: 4 Total tested students: 65		15%	COURT SCHOOLS maintained 8% COMMUNITY SCHOOLS decrease 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4/65 => 6%			
2.15	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (post assessment) (Priority 4: Student Achievement)	Court 2023-24 READING Spring Test Window Only- at or above grade level 15% (8/52) Community Schools Reading Spring 2024 Community Schools = 12% (10/84)	In Process-assessment takes place Spring 2025 (May/June)		35%	In Process-assessment takes place Spring 2025 (May/June)
2.16	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Math (post assessment) (Priority 4: Student Achievement)	Court 2023-24 Math Spring Test Window Only- at or above grade level 9% (6/61) Reading Spring 2024 Community Schools = 10% (7/68)	In Process-assessment takes place Spring 2025 (May/June)		35%	In Process-assessment takes place Spring 2025 (May/June)
2.17	# of non digital A-G course offerings and # of digital A-G meeting grad. requirements (Priority 7: Course Access -Conditions of Learning)	Non digital= 8 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology Digital= 25 Math History	Non digital= 11 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology) Financial Algebra Integrated Math Integrated Science		Non digital= 10 Digital= 25	Increased by 3 Non digital= 11 Increased by 2 Digital= 28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Science CTE Foreign Lang.	Ethnic Studies in progress 2024-25 Digital= 27 Math (added. Precalculus) History ELA Science CTE, added Computer Science Foreign Lang.(added Spanish II)			
2.18	# of LEA Content Area Adoptions meeting grad. requirements (Priority 7: Course Access -Conditions of Learning)	4 ELA/ELD & Math Social Science (US Government), Science (Physical Science & Biology)	4 ELA/ELD & Math Social Science (US Government), Science (Physical Science & Biology) *Ethnic Studies in process		6 ELA/ELD & Math Social Science (US Government, ADD: US History w/embedded Ethnic Studies, World History, Economics) Science (Physical Science, Biology)	maintained 4
2.19	% of students participating in services and programs developed for students with exceptional needs Priority 5: Pupil Engagement (Engagement)	100%	100%		100%	maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	% of (SPED) team members participating in special education and special education-related training sessions Priority 8: Other Pupil Outcomes (Pupil Outcomes)	85%	100%		100%	improved 15%
2.21	# Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd Priority 8: Other Pupil Outcomes (Pupil Outcomes)	4	Total: 56		5	increased by 51
2.22	# of 30-day review IEP meetings within 30 days Priority 8: Other Pupil Outcomes (Pupil Outcomes)	0	100%		100%	maintained 100%
2.23	Middle school dropout rates Priority 1: Basic (Conditions of Learning)	11% (3/28)	14% (2/14) 2024-25 LEA data as of March 2025		10%	increased 3%
2.24	# Collaborative meetings between administrators, paraeducators, and teachers for expelled students for progress and data tracking	9 (monthly data team meetings)	weekly meetings		9 (monthly data team meetings)	increased from monthly to weekly meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 9: Expelled Pupils					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions and services in Goal 2 of the LCAP during the 2024-25 academic year to ensure there was robust academic achievement growth for the most struggling students in Alameda County Office of Education's Court and Community Schools. The district administers local assessments to monitor student progress, identify learning gaps, and inform instructional practices. These assessments provide timely and actionable data to support data-driven decision-making at both the classroom and district levels.

Assessment Tools and Frequency: NWEA Measures of Academic Progress (MAP) local assessment, State Annual Assessments (CAASPP-Math, ELA, and Science)
Assessment Type: ACOE Court and Community Schools uses benchmark reading and assessments during specific test windows (e.g., Fall, Winter, Spring). (Metrics 2.13-2.16), CAASPP-Math, ELA, and Science)
Frequency: Administered three times per year to measure student progress over time. (local)/annually (state)
Targeted Areas: Reading proficiency, fluency, comprehension, and foundational literacy skills.(local), informational/narrative text, math computation, algebraic thinking, number sense, Next Generation Science Standards
Data Disaggregation: Results are analyzed by student subgroups, including African American students, Foster Youth, Homeless students, English Learners, and Socioeconomically Disadvantaged students.

Implementation Process
Administration: Assessments are conducted by teachers and instructional staff using standardized protocols to ensure consistency.
Data Analysis: School and district leadership teams analyze results using data dashboards to identify trends and monitor progress.

Instructional Response:
Tiered Interventions: Data informs the implementation of targeted support through small-group instruction and tutoring.
Professional Development: Teachers receive training on using assessment data to differentiate instruction.
Progress Monitoring: Regular check-ins ensure that instructional strategies are effective and adjusted as needed.

Educational Partner Involvement
Teachers and Staff: Collaborate during professional learning communities (PLCs) to review data and develop instructional strategies.
Students and Families: Receive assessment reports to track academic progress. Family workshops are held to support learning at home.

School Leadership: Principals and instructional staff use data to guide schoolwide academic initiatives.

Continuous Improvement
We are committed to improving assessment implementation by:
Expanding access to real-time data tools for teachers.
Providing additional training in data interpretation and intervention planning.
Refining assessments to align with state standards and LCAP goals.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 2 include:
Court Schools- Transition Center staff ensured that each student enrolled 20 days or more have an Individualized Learning Transition Plan (ITLP) (Action/Service 2.6).

LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction (Action/Service 2.2) in addition to our Court School Staffing (action/service 2.11) who worked to provide educational services for children and youth in LEA institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standard

# of LEA Content Area Adoptions meeting grad. requirements (metric 2.18), 2025-26 focus on the creation of an additional Social Science course in Ethnic Studies to ensure our LEA is offering this course in the 2025-26 school year; along with the addition of the number of # of non digital A-G course offerings in both Mathematics and Science.

Expelled Youth Case Management (action/service 2.8), inclusive of comprehensive needs assessment and intensive specialized academic counseling for expelled student was provided, along with collaborative meetings between administrators, paraeducators, and teachers for expelled students for progress and data tracking (metric 2.14)

SpEd Professional Development including a focus on the ability of developing a shared understanding of team members' roles and responsibilities in terms of scheduling consultation/collaboration, and IEP meetings with LEAs upon referral, enrollment, and or completion of the application for enrollment. (action/service 2.10) Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd (Metric 2.22)

The Director of Instruction coordinated the annual local MAP and state assessments (CAASPP & CAST),while partnering with site principals for site level implementation, curricular needs, academic interventions, documentation, and procedures for LEA annual goals aligned to state content area framework and federal requirements. (action/service 2.12)

Community based organizations provided arts based instruction so that middle and high students at Community Schools can earn partial elective credits required parenting students so that they have needed skills to care for their children in addition to improving attendance and truancy rates. (action/service 2.13)

The LEA experienced some challenges with the implementation of actions/services in Goal 2:

Alameda County Library was not able to provide a literacy specialist, ongoing professional learning of foundational literacy skills, (Action/Service 2.3) and Local Reading/Math Pre & Post Assessments (Action/Service 2.1) and we saw a decrease in the % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment)

Medical leave for our 1.0 FTE Court Schools-Orientation and Assessment, reduced the number of students who were assessed for current academic proficiency levels using the local MAP assessment in Reading and Math (metrics 2.13 & 2.14) This data allows use to monitor student proficiency in core academic areas (e.g., Reading and Math), Identify students in need of targeted intervention or additional support, Monitor progress towards achieving LCAP goals.

LEA wide PD for was not offered for ACOE SPaS staff (Action/Service 2.9) New site administrators offered site based teacher development, curriculum implementation, aligned to common core state standards, observable through administrative walkthroughs (metric 2.5) and evident in teacher feedback of PD sessions

Data from the 2024 CA dashboard does not show improvement on state assessment rates for CAASPP (ELA and Math)/CAST on the Dashboard for Alternative School Systems (DASS) (metrics 2.7 ELA met/exceeded standard, 2.8 ELA participation rate, 2.9. Math met/exceeded standard, 2.8 Math participation rate, 2.11 CAST met/exceeded standard, 2.12 CAST participation rate). It is our intent that the site specific professional learning, designed to each school program's student demographic needs will foster growth in student academic performance on state assessments administered in the Spring of 2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following sections summarizes the material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions/Services in Goal 2 of our LCAP for the 2024-25 school year:

2.2 Academic Support
Retirement of veteran paraeducator, budget allocated for new teacher was higher that salary for who was hired, difference of $13K

2.3 Library Services- Literacy Training
Services outlined in the Alameda County Library MOU did not materialized, agency was unable to hire a literacy specialist to provide services specifically for Court schools. Contract was reduced $122K

2.4 Golf Program
Golf program for students was funding by Alameda County probation for the 2024-25 school year. $15K unspent

2.6 Court Schools- Transition Center

Mid year hire, Feb. 1 accounts for difference $46K

2.7 Court Schools-Orientation and Assessment
Additional pay for Court Schools-Orientation and Assessment staff to cover other staff while on medical leave $6K

2.9 Professional Development
Budget $45K for LEA wide PD, $32K spent, difference of 12K- other funding sources used for some LEA PD

2.10 SpEd Professional Development
Vacant SpEd Teacher hired at a higher salary range than veteran teacher hired (31K) , salary negotiations for classified and certified staff resulted in salary increases (25K)

2.11 Court School Staffing
Salary negotiations for classified and certified staff resulted in salary increases in addition to retirement of veteran teacher .5 FTE of one teacher moved to Goal 1 Action/Service 1.2 , Budget for sub. teachers included in action/service, were over projected (190K)

2,12 State Federal/Compliance & State Assessment Coordination
Certified staff resulted in salary increase $5K

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Metrics or Actions/Services in LCAP Goal 2 deemed EFFECTIVE as there was an increase in performance from the baseline to the year 1 outcome:

Action/Service 2.6 Court Schools- Transition Center Educational staff ensured that each student enrolled 20 days or more have an Individualized Learning Transition Plan (ITLP)) resulted in increase in the % of students will complete an Individualized Learning and Transition Plan (ILTP) +7% (Metric 2.4)

Action/Service 2.2 LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction has showed improvement in Metric 2.7 % Met/Exceeded Standards for All Students - CAASPP ELA Community Schools increase 50% grade 8 Standard Met

# of LEA Content Area Adoptions meeting grad. requirements (metric 2.18), 2025-26 focus on the creation of an additional Social Science course in Ethnic Studies to ensure our LEA is offering this course in the 2025-26 school year; along with the addition of the number of # of non digital A-G course offerings (Increased by 3 Non digital= 9 and Increased by 2 Digital= 28 (metric 2.17)

Action/Service 2.8 Expelled Youth Case Management, inclusive of comprehensive needs assessment and intensive specialized academic counseling for expelled student was provided, along with SpEd Professional Development

Increased % of (SPED) team members participating in special education and special education-related training sessions, increased by 15% (metric 2.20)

Increase in the number of # Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd by 51 (metric 2.21)

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 2, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Action/Service 2.3 Alameda County Library was not able to provide a literacy specialist to provide ongoing professional learning of foundational literacy skills

Action/Service 2.1 Local Reading/Math Pre & Post Assessments saw a decrease in the % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment) COURT SCHOOLS decrease 7% and COMMUNITY SCHOOLS decrease 10% (metric 2.13)

Community Schools decreased 38.87% Nearly Met Standard (2023) Standard Not Met 100% 2024 CA Science Test (CAST) Metric 2.11

Action/Service 2.7 -Orientation and Assessment, medical leave for our 1.0 FTE Court Schools reduced the number of students who were assessed for current academic proficiency levels using the local MAP assessment in Reading and Math (metrics 2.13 & 2.14)

Action/Service 2.9 LEA wide PD for was not offered for ACOE SPaS staff New site administrators offered site based teacher development, curriculum implementation, aligned to common core state standards, observable through administrative walkthroughs (metric 2.5) and evident in teacher feedback of PD sessions Feedback from the LCAP survey, as of April 2025, shows that 25% (3 responses)agree, while 16.7% (2 responses) strongly agree that they are able to effectively implement CA state standards based on site based professional development session(s) attended. Total respondents 12 out of 20 teachers.

Data from the 2024 CA dashboard does not show improvement on state assessment rates for CAASPP (ELA and Math)/CAST on the Dashboard for Alternative School Systems (DASS) (metrics 2.7 ELA met/exceeded standard, 2.8 ELA participation rate, 2.9. Math met/exceeded standard, 2.8 Math participation rate, 2.11 CAST met/exceeded standard, 2.12 CAST participation rate). It is our intent that the site specific professional learning, designed to each school program's student demographic needs will foster growth in student academic performance on state assessments administered in the Spring of 2025.

Metrics or Actions/Services that can not be categorized as EFFECTIVE or INEFFECTIVE due to their dependency on student enrollment. Fewer than 11 students per schools so OVERALL Participation Rate not available Court Schools CAASPP Math ((metric 2.12) and CAST (metric 2.12) for both Court and Community Schools

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the upcoming year, the following changes will be made to actions/services based on reflections from our prior practice and input from our educational partners:

Action/Service 2.4 Library Services- actions/service will omit "provide a literacy specialist, ongoing professional learning of foundational literacy skills, across the LEA and Literacy Training". Sites have opted to either restructure existing staff to provide instruction for less content areas or to hire a specialist at the site to provide literacy instruction.

Action/Service 2.5 Golf Program (Court Schools) This enrichment opportunity will continue to be provided to students at our Court Schools but will not be funded by ACOE as our probation partners will take on the fiscal responsibility of this program in 2024-25.

Action/Service 2.6- The Transition Center Educational Mentor roles will increase in number due to the number of students in need of academic assistance including coordination of services for the family and for students with high school re- entry upon release.

Action/Service 2.9 Professional Development- this actions/service will be rewritten to provide a clearer focus on the site level professional development for instructional support provided by site administrators as opposed to LEA wide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Local Reading/Math Pre & Post Assessments	Staff will administer the MAP local assessment to all students or no less than 80% to determine academic and language proficiency so that they are provided classroom supports needed to reach at/or above grade level on the post assessment and so that a min. of 3-5% of students in 11th grade exceed standard in both Reading and Math on state assessments. A version of the assessment is available in Spanish for students with adequate literacy abilities.	$5,437.50	No
2.2	Academic Support	LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice	$1,100,887.41	Yes

Action #	Title	Description	Total Funds	Contributing
		so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments as they acquire high school credits needed for graduation.		
2.3	Library Services-Literacy Training	ACOE will partner with the Alameda County Library to provide library services to all court school youth including weekly visits to the library and meeting with librarian, input on books in the library,and assistance with book selection will be provided to Court Schools. An in house Literacy Specialist will be hired to provide staff professional development and access to literacy materials to to provide improve their ability to increase student foundational literacy skills In addition, guest speakers who address current culturally relevant topics for youth, exposure to college and career readiness, writing skills, poet laureate opportunities, and tutoring with the goal of increasing literacy as measured by the local MAP reading assessment and academic engagement for students during the academic school year.	$215,644.81	No
2.5	Golf Program (Court Schools) (not provided in 25-26)	ACOE SPaS will provide golf through the Oakland golf course, to Court School youth at least 2-3 times per week to teach students sportsmanship skills, social emotional development, discipline, golf etiquette, interpersonal skills, real life content for math, geometry, and physics so they are able to earn PE credits required for graduation.		No
2.6	Court Schools-Transition Center	The Transition Center Academic Liaison and Court School Counselor will ensure each student enrolled 20 days or more have an Individualized Learning Transition Plan (ITLP) consisting of academic and socio-emotional support needs, in addition to employment status and post-secondary/career/education goals. Staff will provide academic assistance including coordination of services for the family to ensure the child or youth stays in school, counseling, assistance in assessing drug and alcohol abuse prevention programs, tutoring, and family counseling. There will also be support for students with high school re- entry upon release, as measured by our data from our 90 day outcomes and individual ILTP completion tracking systems.	$122,789.74	No

Action #	Title	Description	Total Funds	Contributing
2.7	Court Schools-Orientation and Assessment	Staff an Orientation and Assessment center for students arriving in juvenile detention to assess their current academic proficiency levels using the local MAP assessment, administer English Learner assessments (ELPAC Initial and Summative), obtain academic records from district of residence, support transition to detention-based education as well as identify foster and homeless students to align appropriate supports and services.	$150,013.02	No
2.8	Expelled Youth Case Management Priority 9: Expelled Pupils	Provide and train personnel necessary to provide educational case management including a comprehensive needs assessment and intensive specialized academic counseling for expelled students.	$121,773.80	No
2.9	Professional Development	ACOE SPaS will provide ongoing teacher development, inclusive of cross-site, teacher focus group PLCs for curriculum implementation, and expenses for conferences/travel so that they are able to provide course instruction aligned to common core state standards, observable through administrative walkthroughs and evident in teacher feedback of PD sessions. Students will improve state assessment rates for CAASPP (ELA and Math)/CAST on the Dashboard for Alternative School Systems (DASS) from red to yellow by the end of the three-year LCAP plan ending in 2027 LEA-wide.	$6,000.00	No
2.10	SpEd Professional Development	The LEA will provide professional learning to staff so that there is a shared understanding of IEP team members' roles and responsibilities in terms of scheduling consultation/collaboration, and IEP meetings with LEAs upon referral, enrollment, and or completion of the application for enrollment.	$796,441.49	No
2.11	Court Schools Staffing	Staffing to improve educational services for children and youth in LEA institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging	$953,458.07	Yes

Action #	Title	Description	Total Funds	Contributing
		state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet. Staff will participate in professional learning throughout the year so they are able to provide Common Core instruction and improve student skill gaps as evident on both state and local assessments. The LEA will ensure instruction is aligned to standards and is directly related to the state assessments, as they are based on standards and embedded in course assessments students will need to pass to meet graduation requirements.		
2.12	State Federal/Compliance & State Assessment Coordination	The Director of instruction will coordinate annual local MAP and state assessments (CAASPP & CAST), processes for educational partner input on data review required state/federal data reporting and ACOE board approval. Coordinates LEA wide state andlocal assessments Professional Development aligned to academic performance LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on student data needs. Partners with site principals for site level implementation, curricular needs, academic interventions, documentation, and procedures for LEA annual goals aligned to state content area framework and federal requirements.	$134,782.82	No
2.13	Parenting Classes	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Community Schools can earn partial elective credits required parenting students so that they have needed skills to care for their children in addition to improving attendance and truancy rates.	$16,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
3	The LEA will provide staffing and tools so that English Learner (EL) students increase proficiency in English by 5-10% as measured by local MAP reading and state assessments- ELPAC Summative, and the California Assessment of Student Performance and Progress (CAASPP). The increase in the percentage of English learner students meeting or exceeding standard in ELA and ELPAC will reduce the number of Long Term English Learner Students (LTEL) and improve reclassification rates in the LEA each year of the three year LCAP plan. Educational partners have identified the need for ACOE to focus on strengthening teacher capacity in ELD best practices through ensuring access to EL support materials to progress monitor English Learner improved language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification. Engagements with educational partners identified the following needs for English Learners: Paraeducators for Academic Support, Strategic Literacy Support for struggling readers/English Learners, English Learner support, Student academic achievement (tutoring, paraeducators, access to instructional materials), and purchasing English Learner Materials/Digital supplemental programs. School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students took place on the following dates as part of relevant consultation with educational partners: November 7, 2024- Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates January 22, 2025- Site Plan for Student Achievement Review/Approval, LCAP Mid-year review metrics/fiscal expenditures March 13, 2025- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2024 State/Local Assessment data, 2024 CA Dashboard data, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding April 16, 2025- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding May 15, 2025-LCAP 2025-26 Review/Input session CA Dashboard the LEA chose to prioritize goal based on the following 2023 CA Dashboard data LEA-wide Lowest Performance Hispanic CCI	Focus Goal

Goal #	Description	Type of Goal
	LEA-wide Lowest Performance Hispanic Graduation English Learner Progress. Declined 7.8% Meetings with the California Department of Education focusing on the improvement of the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability: October 1, 2024 Differentiated Assistance Overview, creating the 2024-25 Action Plan for CCI December 10, 2024 Review of CA Dashboard data (English Learners and Long Term ELs)and continuation of the 2024-25 Action Plan for CCI Feb. 4, 2025 Connecting Community Schools' Framework to Differentiated Assistance April 8, 2025 2025-26 Action Plan for CCI mapping engagements, roles, & responsibilities June 3, 2025 Mapping Educational Partner Engagement for the DA 2025-26 Action Plan for CCI and Graduation Rates Various opportunities for data analysis took place during SSC, Differentiated Assistance, site RTI and data team meetings. While our educational partners understand the state measures of specific achievement levels on state assessments; it is regularly vocalized that the reality is many of our students enroll significantly credit deficient, have had gaps in education, are parenting, completing expulsion plans, are trauma impacted, and are in need of targeted language instruction to reduce the number of long term English Learners. Those at risk of becoming long term English Learners, ongoing follow up for RFEP students, and to ensure staffing has the tools and training to provide for student needs are the areas of focus to promote English Language acquisition for our multilingual students.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Alameda County's Office of Education's Court and Community Schools have almost 30% English Learners and are a high priority focus demographic. There is a need for state assessment data improvement for English Learner students who are among the lowest performance levels on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Progress (ELPAC Summative). The data shows that while overall students increased 21.8 Points, we are 204.6 points below standard. In addition, ELPAC Summative data shows that 34.5% making progress towards English language proficiency, there as a decline of 7.8% from 2022 to 2023. Common issues the school sites are experiencing are the school's non-stability rates of 79.1% for ACOE Community Schools and 97.2% for ACOE's Court Schools. During the educational partner engagement process, English Learner Parent Advisory Committee members and administrators noted that local assessment data for language proficiency demonstrates a lack of adequate progress for many of our English learners along with an influx of newcomer students in our Community School programs. Educational partners requested that the LEA further support teachers in the linguistic and ELA needs of English learner students with additional professional development and curricular resources to support Alameda County's Office of Education's Court and Community Schools English learner students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of LTELs improving performance levels on the ELPAC Summative (Priority 5: Pupil Engagement)	41.2% meeting 1 year progress toward English Proficiency as measured by ELPAC Summative Spring 2023 data	LEA Wide 15.6% making progress toward English Proficiency as measured by ELPAC Summative Spring 2024 data		80%	15.6% making progress Declined 27.2% Number of Students: 32
3.2	% of English Learner Students meeting/exceeding standards in Local Assessments (MAP) in Reading (Priority 4: Student Achievement)	15%	Fall 2024 4% (1/27)		25%	Declined 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	% of Mis-assignments of Teachers of English Learners Priority 1: Basic (Conditions of Learning)	0% 2023-24 LEA data	0% 2024-25 LEA data		0%	Maintained 0%
3.4	% of English Learners who are Long-Term English Learners Priority 8: Other Pupil Outcomes (Pupil Outcomes)	75% 2023-24 LEA data	73% (57/78) LEA Wide data as of March 2025		50%	Declined 2%
3.5	% of English Learner students reclassified as Fluent English Proficient (Priority 4: Student Achievement)	3% 2023-24 LEA data	3.5% (1 out of 28) 2024-25 LEA data		15%	maintained
3.6	ELPI level progress on ELPAC Summative (Priority 4: Student Achievement)	Community Schools 6.67% Proficient (Level 4)=1 student 36.67% Moderately Developed (Level 3)= 9 students 23.23% Somewhat Developed (Level 2)= 6 students 33.33% Minimally Developed (Level 1) 7 students Court Schools *testing group below 11, no	ELPAC Summative Spring 2024 data Community Schools 5.26% Proficient (Level 4) 21.05% Moderately Developed (Level 3) 15.79% Somewhat Developed (Level 2)		LEA wide 15% Proficient (Level 4) 50% Moderately Developed (Level 3) 20% Somewhat Developed (Level 2) 15% Minimally Developed (Level 1)	Declined 23.1% making ELPI progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		proficiency level data available 34.5% making progress	57.89% Minimally Developed (Level 1) Court Schools 0% Proficient (Level 4) 16.67% Moderately Developed (Level 3) 33.33% Somewhat Developed (Level 2) 50.00% Minimally Developed (Level 1) 15.6% making progress 2024 CA Dashboard			
3.7	% of teachers who participate in professional development focused on English Language Development (ELD) strategies (Priority 2: Implementation of State Standards)	80% 2023-24 LEA data	100% 12/12 2024-25 LEA data		100%	Maintained 100%
3.8	% of teachers who are observed (via administrator, coach, or	50% 2023-24 LEA data	LCAP end of year survey to be		100%	100% , increased by 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	peer) implementing ELD strategies and standards (Priority 2: Implementation of State Standards)		administered May-June 2025			
3.9	% of teachers who agree or strongly agree that they are able to effectively implement ELD strategies and standards based on professional development session(s) attended (Priority 2: Implementation of State Standards)	44% New metric, baseline to be established in 2024-25	44% (7/16)		100%	New metric, baseline est. 24-25
3.10	% of EL Students who Met/Exceeded Standards for - CAASPP ELA (Priority 4: Student Achievement)	11% (2/18)	Spring 2024 CAASPP ELA 0%		15%	Decreased 11%
3.11	% of students tested (participation rate) - ELPAC Summative (Priority 4: Student Achievement)	Spring 2023 Comm. Schools ELPAC Summative Tested =30 Enrolled=32 Participation Rate 94% Court. Schools ELPAC Summative	Spring 2024 ELPAC Summative Comm. Schools Overall Participation Rate: 83% (38/46) Court. Schools		95%	Comm. Schools Decreased 9% Court Schools Decreased 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tested =10 Enrolled=11 Participation Rate 91%	Overall Participation Rate = 80% (12/15)			
3.12	% of English Learner students making progress toward English language proficiency on the ELPAC (Priority 4: Student Achievement)	34.5% 2023 CA Dashboard	15.6% making progress (LTEL) 2024 CA Dashboard		50%	Declined 23.1%
3.13	# of ELs improving performance levels on the ELPAC Summative (Priority 4: Student Achievement)	41.2% meeting 1 year progress toward English Proficiency as measured by ELPAC Summative Spring 2023 data	11.4% making progress English Proficiency as measured by ELPAC Summative Spring 2024 data CA Dashboard		60%	Declined 29.8%
3.14	# of students enrolled in A-G ELD I or ELD II (Priority 7: Course Access)	100%	100%		100%	Maintained 100%
3.15	# of EL, LTEL students Priority 8: Other Pupil Outcomes	# of EL =13 # of LTEL= 56	# of EL & NC=21 # of LTEL=57 as of Jan. 2025 LEA data		# of EL =20 # of LTEL= 35	Increased # of EL students (8) min. increase in # of LTEL students (1)
3.16	% of expelled EL students enrolled in appropriate EL support	100%	100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course (ELD, ELD I or ELD II) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)					

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Alameda County Office of Education's Court and Community Schools continue to focus on improving the academic outcomes for the variety of English Learners enrolled in our LEA during the 2024-25 academic year.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 3 include:

- Ensuring there are a wide variety of English Learner Materials (Action/Service 3.1) for English Learner Instructional Support (Action/Service 3.2) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards and English Language proficiency before school and during school hours.

- The coordination of English Learner assessments and progress monitoring by the Director of Instruction (Action/Service 3.4) and site administrators for English Learners to improve language acquisition as measured by the ELPAC Summative (Action/Service 3.3)

- Ongoing support for expelled students who are English Learners so that they are enrolled in an appropriate English Learner support courses and that they have access to EL support programs, designated instruction, and progress monitoring to improve language acquisition as measured by the ELPAC Summative (Action/Service 3.5)

The LEA experienced some challenges with the implementation of actions/services in Goal 3:
3.1 While a variety of new English Learner materials were available to school sites, new programmatic goals and areas of instructional focus to better serve the variety of English Learners led to some existing materials not being used as site administrators identified different instructional materials and or programming to serve students.

3.4 Director of instruction did not coordinate LEA wide EL Professional Development aligned to EL LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on EL student data needs, as this responsibility was switched to site administrators

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During 2024-25 academic year, there were material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:
3.1 English Learner Materials
Use of other funding sources for EL materials, difference of -$19K

3.2 English Learner Instructional Support
15K overtime and increase in pay for classified union staff members

3.3 English Learner Support
Increase in pay for certificated staff member $2,100K

3.4 Federal and State Compliance Coordination EL Programs
Increase in pay for certificated & classified union staff member $8,500

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA has seen improvement in the following metrics:
Metric 3.8 % of teachers who are observed (via administrator, coach, or peer) implementing ELD strategies and standards, increased by 50%
Metric 3.9 % of teachers who agree or strongly agree that they are able to effectively implement ELD strategies and standards based on professional development session(s) attended increased by 33% (4/12)

The LEA has maintained the level of progress in the following metrics:
Metric 3.3 % of Mis-assignments of Teachers of English Learners
Metric 3.7 % of teachers who participate in professional development focused on English Language Development (ELD) strategies
Metric 3.14 # of students enrolled in A-G ELD I or ELD II
Metric 3.16- % of expelled EL students enrolled in appropriate EL support course (ELD, ELD I or ELD II)

Related Action/Service deemed EFFECTIVE:
Action/Service 3.1 availability of English Learner materials
Action/Service 3.2 English Learner Instructional Support designed for both individual or in small groups, facilitating English proficiency activities during designated and integrated instruction, and the use of computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts needed for language acquisition.

The LEA has not seen improvement in the following metrics:

Metric 3.1- # of LTELs improving performance levels on the ELPAC Summative 15.6% making progress Declined 27.2% Number of Students: 32, Community Schools =29.4% making progress, Declined 20.6%, *Court Schools Fewer than 11 students Number of Students: 17
Metric 3.2- % of English Learner Students meeting/exceeding standards in Local Assessments (MAP) in Reading Declined 9%
Metric 3. 5 -% of English Learner students reclassified as Fluent English Proficient Declined 3%
Metrics 3.6 & 3.12- ELPI level progress on ELPAC Summative Declined 23.1%
Metric 3.10 - % of EL Students who Met/Exceeded Standards for CAASPP ELA Declined 11%
Metric 3.11 - % of students tested (participation rate) - ELPAC Summative Comm. Schools Decreased 9%/ Court Schools Decreased 11%
Metric 3.13- # of ELs improving performance levels on the ELPAC Summative Declined 29.8%

Actions/Services deemed INEFFECTIVE in that the desired result was not achieved:
While a variety of English Learner materials were provided (Action/Service 3.1), we did not see ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 50% of students.

Director of Instruction coordinated the LEA's FPM, state assessment administration access to EL support programs, and progress monitoring for English Learners to improve language acquisition all EL professional learning was site based and the CA Dashboard did not show ELPAC Summative in growth equal to 1 level by the end of the year and not student met the criteria needs for reclassification. (Action/Service 3.3)

During 2024-25, the Director of instruction did not coordinate LEA wide EL Professional Development aligned to EL LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on EL student data needs, as this responsibility was switched to site administrators (Actions/Services 3.4)

Metrics that cannot be identified as EFFECTIVE or INEFFECTIVE as they are dependent on student enrollment demographics, but are important metrics which tell the story of our LEA enrollment:
Metric 3.4 % of English Learners who are Long-Term English Learners Declined 2%
Metric 3.15- # of EL, LTEL students Increased # of EL students (8), min. increase in # of LTEL students (1)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removal of metric 3.12, duplicate of metric 3.6

Revise Action/Service 3.2 to include new math and science teacher at schools for the Parenting Teen Program so that English Learner students as a targeted support to improve state and local assessment scores and reduce the number of LTELs as we promote skills needed for EL reclassification as identified in both the needs assessment and LCAP survey.

Revise 3.2 English Learner Instructional Support to include costs for PD/EL conferences

Action/Service 3.4 will be rewritten to change from LEA wide EL Professional Development aligned to EL LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on EL student data needs from the Director of Instruction to the responsibility of site administrators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Materials	Support teacher capacity in ELD best practices through ensuring access to EL support materials to progress monitor English Learner improved language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 50% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle. Provide funding so that English Learner Instructional Support includes costs for PD/EL conferences.	$37,000.00	No
3.2	English Learner Instructional Support	Provides math and science instruction for English Learner students as a targeted support to improve state and local assessment scores and reduce the number of LTELs as we promote skills needed for EL reclassification. Paraeducators will assists EL students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards before school and during school hours.	$237,216.35	No
3.3	English Learner Support	Support teacher capacity in ELD best practices through employment Director of Instruction who will coordinate LEA's FPM, state assessment administration, access to EL support programs, professional learning, and progress monitoring for English Learners to improve language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 10% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle.	$59,903.65	No

Action #	Title	Description	Total Funds	Contributing
3.4	Federal and State Compliance Coordination EL Programs	The Director of instruction will coordinate Title I programs and EL services for Court and Community schools, serve as state Assessment for the ELPAC Coordinator, oversees English Learner services, coordinates with ACOE's FYSCP, completes grant, methods for educational partner input such as ELAC and PAC for required state/federal data reporting and ACOE board approval. Coordinates LEA wide EL Professional Development aligned to EL LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on EL student data needs. Partners with site principals for site level implementation, curricular needs, EL interventions, documentation, reclassification process and procedures for LEA annual goals aligned to state ELD framework and federal requirements.	$142,112.74	No
3.5	Expelled Students EL Support	All English Learner students will be enrolled in an appropriate English Learner support course (ELD, ELD I or ELD II) so that they have access to EL support programs, designated instruction, and progress monitoring to improve language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 10% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
4	College & Career-Each student will be provided the opportunities and experiences to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment responsive to their post-secondary goals and interests so that we meet the following two objectives: 1. The number of students indicated as “prepared” on the California School Dashboard improves by 5-10% for each year of the three year LCAP cycle. 2.Students who are enrolled with ACOE schools for one semester or more will show growth in their average number of complete items from our new foundations for college and career portfolio. This portfolio is currently under development and is based on Standards for Career Ready Practice in the Career Technical Education Model Curriculum Standards as defined by the California Department of Education. Year one: Formalize portfolio and establish baseline Year two: Growth of 10% in average number of foundations completed among exiting students Year three: Growth of an additional 10% in average number of foundations completed among exited students The LEA chose to prioritize goal based on the following 2023 Dashboard data LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Hispanic CCI LEA-wide Lowest Performance Homeless CCI LEA-wide Lowest Performance Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI Educational partners have identified the need for ACOE to focus on strengthening the ACOE College and Career program during School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students took place on the following dates as part of relevant consultation with educational partners: November 7, 2024- Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates	Focus Goal

Goal #	Description	Type of Goal
	January 22, 2025- Site Plan for Student Achievement Review/Approval, LCAP Mid-year review metrics/fiscal expenditures March 13, 2025- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2024 State/Local Assessment data, 2024 CA Dashboard data 2024 Dashboard data LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Hispanic CCI LEA-wide Lowest Performance Homeless CCI LEA-wide Lowest Performance Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI , Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding April 16, 2025- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2025-26- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding May 15, 2025-LCAP 2025-26 Review/Input session Meetings with the California Department of Education focusing on the improvement of the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability: October 1, 2024 Differentiated Assistance Overview, creating the 2024-25 Action Plan for CCI December 10, 2024 Review of CA Dashboard data and continuation of the 2024-25 Action Plan for CCI Feb. 4, 2025 Connecting Community Schools' Framework to Differentiated Assistance April 8, 2025 2025-26 Action Plan for CCI mapping engagements, roles, & responsibilities June 3, 2025 Mapping Educational Partner Engagement for the DA 2025-26 Action Plan for CCI and Graduation Rates related to English Learner student needs, performance, actions & services	

Goal #	Description	Type of Goal
	Input from educational partner input sessions led to moving the College and Career Program Manager for ACOE into our Student Programs division. The Court Schools post secondary partner from the local community college, site principals and the Community Schools counselor will support infrastructure for college and career pathways, college course enrollment, meet individually with all students to support academic course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities, CCI portfolio creation, increase the number of students enrolled in A-G courses, and monitoring the progress of the DASS College and Career Indicator so that the LEA moves from very low to low by the end of the school year.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data from the California Dashboard for Alternative School Systems has identified both Alameda County Office of Education's Court and Community Schools have entered into Differentiated assistance with the California Department of Education due to 2023 College and Career indicator showing very low. The data shows that no subgroups (African American, Hispanic, Foster, Homeless, and Socioeconomically Disadvantaged) met prepared, and only 2% showed Approaching Prepared. Due to this performance, Alameda County Office of Education's Court and Community Schools will receive technical assistance from the CDE. The LEA will require ongoing monitoring and evaluation of effectiveness of identified metrics (a-g completion, SBAC performance rates, CTE pathways, WBL participation, college course completion) and services including career pathways opportunities. The process towards meeting the goal will require school-level needs assessment, evidence-based interventions, metrics designed to show progress for alternative schools' unique student needs, and the identification of any resource inequities to be addressed through the implementation of the DA plan to improve measures in the CCI on the CA Dashboard.

The state’s College and Career Indicators are one set of markers for career readiness, but not the only ones. Given our very low past numbers of “ready” students, showing growth in this metric is possible without changes that ensure all our students leave us more prepared to pursue careers than when they arrived. To that end, we are developing a new portfolio of extremely specific foundational skills and knowledge required to pursue jobs and post-secondary education. These are skills and knowledge often assumed but rarely taught in schools, and are particularly essential for our unique population. These include such things as the creation of and regularly checking professionally named email accounts, appropriate voicemail outgoing messages, and crafting appropriate and succinct email, voicemail, and text messages. They include knowledge of relevant identifying information and documents including mailing addresses, government ID numbers, etc. And it includes how to effectively complete myriad types of forms from job applications to college and financial aid applications. The portfolio will also include evidence of participation in a minimum number of career exploration activities and reflective writing on career goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students who graduate and complete a CTE pathway Priority 8: Other Pupil Outcomes (Pupil Outcomes)	0% 2023 LEA data	4% Prepared 4% Approaching Prepared 2024 CA Dashboard Data		50%	Increase 4%
4.2	% of students who meet a-g requirements AND complete a CTE pathway Priority 7: Course Access (Conditions of Learning)	0% 2023 LEA data	Prepared 1.5% 2024 CA Dashboard Data		50%	Increase 1.5%
4.3	# of students participating in WBL (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	7 2023-24 LEA data	6 as of March 2025		25	maintained, -1
4.4	# of students completing college credit courses Priority 7: Course Access (Conditions of Learning)	7 2023-24 LEA data	Court- 7 (Fall 2024) Community- 19 (Spring 2024)		20	Court= 7 (enrolled Spring 2025) Community=20 (enrolled Spring 2025)
4.5	# of student participating in career exploration opportunities	20	19 as of March 2025		50	Min. decline (1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 8: Other Pupil Outcomes (Pupil Outcomes)					
4.6	% Met/Exceeded Standards for All Students - CAASPP MATH (Priority 2: State Standards (Conditions of Learning)	0% 2022-23 Dashboard data	0% 2023-24 Dashboard data		5%	Maintained 0%
4.7	% Met/Exceeded Standards for All Students - CAASPP ELA (Priority 2: State Standards (Conditions of Learning)	COURT SCHOOLS 0% COMMUNITY SCHOOLS 18.18% Met or Exceeded Standard 2022-23 Dashboard data	Spring 2024 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS Grade 8 Tested=2 Standard Met (Level 3) 50% Grade 11 0% Met/Exceeded Standard		15%	18.18% decline for grade 11
4.8	% of students who complete FAFSA (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	2%	2= Community Schools 2=Court Schools		50%	Maintained 2= Community Schools 2=Court Schools
4.9	# of CTE credentialed teachers	1 Court 1 Comm	2 Court 1 Comm		5	Increase by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1: Basic - Conditions of Learning)	2023-24 LEA data	*data in progress March 2025 2024-25 LEA data			
4.10	# of non digital A-G course offerings and # of digital A-G (Priority 7: Course Access -Conditions of Learning)	Non digital= 8 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology Digital= 25 Math History ELA Science CTE Foreign Lang.	Non digital= 11 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology) Financial Algebra Integrated Math Integrated Science Ethnic Studies in progress 2024-25 Digital= 27 Math (added. Precalculus) History ELA Science CTE, added Computer Science Foreign Lang.(added Spanish II)		Non digital= 10 Digital= 25	Increased by 3 Non digital= 11 Increased by 2 Digital= 28
4.11	# of Student CCI portfolio	0	Element 1- Student Emails		Growth of an additional 10% in average number of	Portfolio Element #1:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 8: Other Pupil Outcomes (Pupil Outcomes)		and digital security management		CCI portfolio completed among exiting students	Increase 100% of students have Student Emails Increase 50% of students provided with digital security management instruction during 2025-26
4.12	% Students identified as Foster Youth Hispanic Homeless Socioeconomically Disadvantaged meeting CCI Indicator (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	African American 0% Foster Youth 0% Hispanic 0% Homeless 0% Socioeconomically Disadvantaged 0%	*data group under 11, no performance color for : African American, Foster Youth Hispanic, Homeless Socioeconomically Disadvantaged 4%		African American 20% Foster Youth 20% Hispanic 20% Homeless 20% Socioeconomically Disadvantaged 20%	Increase of 4% meeting CCI Indicator

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Alameda County Office of Education's Court and Community Schools implemented all actions and services in Goal 4 of the LCAP during the 2024-25 academic year in an effort to improve College and Career Indicator (CCI) . These efforts included the monitoring of all LCAP metrics 4.1-4.12 and well as those in Goal 2 related to the completion of the Individualized Learning and Transition Plan (ILTP) metric 2.4 , the implementation of the Comprehensive School Improvement (CSI) plan monitoring graduation rates. These engagements with the California Department of Education took place multiple times a year during 2024-25 as part of the Differentiated Assistance support.

The CCI Differentiated Assistance Plan consists of the following three strategies aligned to our LCAP Actions/services and identifies related LCAP metrics, actions/services, staff responsible and a timeline for when actions within the strategies are implemented and or data/outcomes are reviewed:

STRATEGY #1: For students in the Court and Community Schools, increase access to dual enrollment classes for students to meet the CCI 'prepared' criteria.

STRATEGY #2: Complete ILTP and use ILTP to identify student's CCI path; then provide programming to meet student's CCI achievement

STRATEGY #3: For students in Court and Community Schools, increase access for students to CTE Pathways and/or Pre-apprenticeship programs.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 4 include:
4.2 A-G Academic Support was provided by our Paraprofessionals for students using traditional and digital curriculum in content areas or CTE courses so that they are able to earn UC A-G course credit

4.3 Professional Development/Materials to meet UC approved A-G courses were made available for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS)

4.4 All teachers utilizing Expository Reading and Writing Curriculum (ERWC) enrolled students who did not meet prepared on the (CAASPP) ELA assessment, in UC Area "B" courses to increase the number of students enrolled in A-G courses. Stipends were provided to new staff to complete the ERWC certification.

4.5 The College and Career Program Manager supported the infrastructure for college and career pathways, college course enrollment, met individually with all students to support academic course selections, work-based learning opportunities, post-secondary plans and career exploration opportunities

4.6 The LEA established policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time, credit recovery options) and opportunities, A-G enrollment, DASS measures such as CTE, work-based learning, pre-apprenticeships, CCI portfolios, and community service for expelled youth.

Noted challenges experienced with the implementation of LCAP Actions/Services in Goal 4 include:

4.1 All teachers utilizing Edgenuity digital curriculum will enroll a minimum of 50% of their students in UC A-G courses to increase the number of students enrolled in A-G courses by 10-15% as reported in the DASS CCI at the end of the school year.

4.7 Provide CTE instruction at Court schools to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard. Very few Court teachers have CTE credentials so were unable to provide this option.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following is a summary of Actions/Services in Goal 4 with material differences between Budgeted Expenditures and Estimated Actual Expenditures in 2024-25:

4.1 A-G Course Access
Moved cost of digital courses from Title funding to Comprehensive School Improvement $82K
Increase in pay for certified staff based on union bargaining increase $26K

4.2 A-G Academic Support
Difference of $12K due to retirement of veteran paraeducator and late hire of new paraeducator

4.4 ERWC Stipend
Completion of the ERWC certification only completed by 1 teacher (24-25), budget was for 3 new teachers to complete

4.5 College & Career Prog. Manager
Increase in pay for certified staff based on salary increase $10K

4.6 CCI Access for Expelled Students
Late hire of certified staff to support expelled students difference of $36K

4.7 CTE Instruction
.20 FTE for CTE teacher did not materialize for the 2024-25 school year $30K not spent

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA has seen improvement in the following metrics in Goal 4 during the 2024-25 academic year and deemed EFFECTIVE as there was an increase in performance from the baseline to the year 1 outcome:

4.1 Increase in the % of students who graduate and complete a CTE pathway +4%

4.2 % of students who meet a-g requirements AND complete a CTE pathway +4%

4.3 # of students participating in WBL increased by 12 students

4.4 # of students completing college credit courses 27 students enrolled Spring 2025

4.10 # of non digital A-G course offerings Increased by 3 and # of digital A-G Increased by 2

4.11 # of Student CCI portfolio, addition of LEA wide student emails to be used for digital platforms and dual enrollment at local community colleges 100% pf students

4.12 % Students identified as Socioeconomically Disadvantaged meeting CCI Indicator +4%

Actions/Services in LCAP Goal 4 deemed EFFECTIVE related to improvement in the metrics listed above:

4.1 A-G Course Access 2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission 83.64% (metrics 4.1, 4.2, 4.10)

4.2 ACOE SPaS provided ongoing teacher development at the site level sot that teachers could UC approved A-G courses, including soft skills aligned to Standards for Career Readiness to meet the measures in the College and Career Indicator (metrics 4.1, 4.2, 4.4, & 4.12)

4.3 Expository Reading and Writing Curriculum courses were provided to students to meet UC Area "B" requirements for those students who did not meet prepared on the (CAASPP) ELA assessment (metrics 4.1, 4.2, 4.4, & 4.12)

4.5 The College and Career Program Manager supported infrastructure for college and career pathways, college course enrollment, meet individually with all students to support academic course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities (metrics 4.1, 4.2, 4.4. 4.11, & 4.12)

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 4, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Metrics:
4.6 % Met/Exceeded Standards for All Students - CAASPP MATH 0%, no improvement in rates from the prior year

4.7 % Met/Exceeded Standards for All Students - CAASPP ELA decline of 18.18% from the prior year

4.8 % of students who complete FAFSA

Actions/Services:

4.1 All teachers utilizing Edgenuity digital curriculum did not enroll a minimum of 50% of their students in UC A-G courses.

4.2 While A-G Academic Support was provided to all students, many students were not ready with either their reading or mathematical computation schools to successfully complete A-G courses, therefore we did not to increase the number of students completing A-G courses by 10-15% as reported in the DASS CCI at the end of the school year.

4.7 Very few teachers have CTE credentials aligned to the California Career Technical Education Model Curriculum Standards, so were unable to provide this option for students. This is an area we look to expand with dual enrollment partnerships.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following Actions/Services will be revised for the 2025-25 school year:

4.1 Will be rewritten to include both digital and non digital curriculum to better align to metric 4.10 and to better reflect the LEA's efforts to broaden the course of study available for enrolled students

4.5 In 2025-26 the duties of the College and Career Program Manager will primarily be taken on by the Court and Community School counselors and the Action/Service will be rewritten to reflect this change of staffing and related duties.

4.7 Will be rewritten to include dual enrollment and CTE Instruction/offerings as these opportunities may be best supported by partnerships as well as newly hired CTE credentials teachers who will offer these courses for students in an effort to show progress towards meeting the CCI. We will seek local area assignments for our COE teachers to improve our ability to provide CTE courses. We will also explore the local area CTE assignment for teachers for the 2025-26.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	A-G Course Access	All teachers will enroll a minimum of 50% of their students in UC A-G approved courses to increase the number of students enrolled in A-G courses by 10-15% as reported in the DASS CCI at the end of the school year.	$599,500.63	No

Action #	Title	Description	Total Funds	Contributing
4.2	A-G Academic Support	Paraprofessionals will provide academic support for students using traditional and digital curriculum in content areas or CTE courses so that they are able to earn UC A-G course credit, meet California Career Technical Education Model Curriculum Standards, and Standards for Career Readiness by the end of the school year and improve our CCI prepared rating by 10-15% each year of the LCAP plan.	$157,910.32	Yes
4.3	Professional Development /Materials	ACOE SPaS will provide ongoing teacher development, inclusive of cross-site, teacher focus groups to review California Career Technical Education Model Curriculum Standards , UC approved A-G courses and CTE digital curriculum, for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS) and move from very low by the end of the three-year LCAP plan ending in 2027 LEA-wide.		No
4.4	ERWC Stipends	All teachers utilizing Expository Reading and Writing Curriculum will enroll a minimum of 50% of their students in UC Area "B" courses to increase the number of students enrolled in A-G courses by 10-15%, who did not meet prepared on the (CAASPP) ELA assessment, as reported in the DASS CCI at the end of the school year.	$4,000.00	No
4.5	College and Career Support	Site counselors and school principals will support infrastructure for college and career pathways, college course enrollment, meet individually with all students to support academic course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities, field trips, and CCI portfolio creation so that the LEA can show progress on the DASS College and Career Indicator so that the LEA moves from very low to low by the end of the school year.	$149,615.03	No
4.6	CCI Access for Expelled Students	Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time, credit recovery options) and opportunities, A-G	$182,697.43	No

Action #	Title	Description	Total Funds	Contributing
		enrollment, DASS measures such as CTE, work-based learning, pre-apprenticeships, CCI portfolios, and community service for expelled youth.		
4.7	CTE Instruction	Provide CTE instruction to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard.	$23,857.93	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Whole Child Services and supports are provided to address the pervasive issues obstructing the well-being of all students, with an intentional focus on historically marginalized and the most vulnerable student populations to increase parent and student engagement, reduce rates of chronic absenteeism, suspensions, and provide a safe, healthy, and positive learning environment. The LEA will partner with community based organizations in addition to the ACOE Student Services division to provide needed supports for students and families to improve quality of life and well being. Our 2023 local data shows that student needs for support services related to tutoring,counseling, attendance, mental health services show up as Comm. Schools- 81.3% chronically absent (16 students grades 6-8) Court Schools- 30.8% chronically absent (13 students grades 6-8) Quest IS Overall ADA 50.08% 2023 CA Dashboard Data LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance All Students Graduation The variety of wrap around supports for students accessible on our school sites lead to increased percentages of students (81%) and families (75%) who report feeling safe and connected at school as data from our most recent LCAP survey has shown. We seek to prove these services for students and their families to mitigate barriers which disrupt students' educational attainment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

100% of Alameda County Office of Education's Court and Community School students are either expelled, under the supervision of probation, or under the supervision of social services. Pervasive issues obstructing the well-being of all students require school staff to maximize agency resources to minimize pain points and create a culture of innovation to align needed academic, socio-emotional, and other wrap-around services in order to better serve enrolled students to be successful in school. Our detained and expelled population that has an even higher concentration of needs, and even faster transitions between schools and programs as student population is very transient, due to short term enrollment. LEA data shows that attendance in our Community Schools is less than 80% and chronic absences are over 80%. In addition, there is a low number of parents involved in school engagement events such as Back to School night, English Learner Advisory Committee, and School Site Council. The monthly site level Response to Intervention (RTi) process shows an increased need for student supports for mental health affecting both attendance and academic performance. The aftermath of the COVID-19 crisis has furthered the need to ensure staff is provided ongoing crisis training and access to community partners along with the ACOE Student Services division to support whole child needs. The ability to maintain a commitment to better serve enrolled students, engage families, monitor student attendance, mitigate truancy and dropout rates, connect families to mental health services and will ensure that we are able to equip the most vulnerable students and those who serve them with the tools to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of students who report feeling safe and connected at school (Priority 6: School Climate)	81%	100%		90%+	100%
5.2	% of parents/guardians who report feeling confident that their child is safe and connected at school (Priority 6: School Climate)	75%	65%		90%+	65%
5.3	% of teachers who report feeling safe and connected at school (Priority 6: School Climate)	80%	90%		90%+	90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	# of low-income, English Learner, or Foster Youth students who participate in after-school programs (Comm. Schools) Priority 5: Pupil Engagement (Engagement)	23-24 25 students as of March 2024	23 as of March 2025		35	Maintained
5.5	% of students suspended once or more (Priority 6: School Climate)	0= Community Schools does not suspend students 2 students=Court Schools 2022-23 CALPADS Data	1= Community Schools 0 students=Court Schools 2023-24 CALPADS Data		0	Declined 50%
5.6	% of students expelled (Priority 6: School Climate)	0	0		0	Maintained 0
5.7	% of students who are chronically absent (Priority 5: Student Engagement)	Comm. Schools- 81.3% chronically absent (16 students grades 6-8) Court Schools- 30.8% chronically absent (13 students grades 6-8) 2023-24 data as of April 2024	46.2% chronically absent Declined 12.5% Number of Students: 13 2024 CA Dashboard data		Comm. Schools- 20% (grades 6-8) Court Schools- 20% (grades 6-8)	2023 CA Dashboard 58.6% chronically absent (29 students) 2024 CA Dashboard 46.2% chronically absent (13 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Declined 12.5%
5.8	Court Schools Attendance Rate (P1) BAC Sweeney (Priority 5: Student Engagement)	Court Schools P1 attendance rate Overall 93.75% Butler =94.2% Sweeney = 93.3% 2023-24 LEA data	Court Schools P1 2024 attendance rate Overall= 96.32% BAC: =95.74% SAC: = 96.9%		95%	Increased by 2.57% (Overall) Increased by 1.54% (BAC) Increased by 3.6% (SAC)
5.9	Community Schools Attendance Rate (P1) Hobbs Burke Quest Daily (Priority 5: Student Engagement)	Parenting Teen Program Burke 80.2% Fruitvale 78.9% Quest Daily=74.3% 2023 P1	P1 2024 attendance rate Overall= 68.83% Burke: = 70.1% Hobbs: = 63.2% Quest (daily) =73.2%		85%	Decline 8.97% (Overall) Decline 10.1% (Burke) Decline 15.7% (Hobbs) Decline 1.1% (Quest Daily)
5.10	Quest Independent Study Average Daily Attendance Rate ADA (P1) (Priority 5: Student Engagement)	Quest IS Overall ADA 50.08% 2023 P1 2023-24 LEA data	Quest (IS): P1 2024 ADA = 50.05%		75%	maintained 50% ADA
5.11	# of professional development sessions offered to staff focused on engaging families Priority 3: Parental Involvement (Engagement)	1 2023-24 LEA data	1		4	Maintained 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.12	# of parents/guardians who have participated in at least 1 meeting/event at their child's school in the current school year Priority 3: Parental Involvement (Engagement)	10	12		50% < of student population	Increased by 2
5.13	# of events with interpretation provided Priority 3: Parental Involvement (Engagement)	8	6		10	*Projected 10 by June 2025, increase of 2
5.14	NEW 24-25: % of parents/guardians of students who agree or strongly agree that they are involved in their student's school Priority 3: Parental Involvement (Engagement)	0	100% LCAP climate survey administered April-May 2025 (5/5)		75%	100% LCAP climate survey administered April-May 2025 (new metric)
5.15	# of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities	2	0		4	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parental Involvement (Engagement)					
5.16	% of parents/guardians of students with Disabilities who agree or strongly agree that they are involved in their student's school Priority 3: Parental Involvement (Engagement)	0	100% LCAP climate survey administered April-May 2025) 2 of the 5 parent responses		100%	100% LCAP climate survey administered April-May 2025 (new metric)
5.17	Average # of days of district of residence re-enrollment for expelled youth (completed expulsion plans) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)	5 days	3 days (4 students)		3 days	Decrease by 2 days
5.18	# of student instances of RTI interventions (tutoring,counseling, attendance, mental health srvcs, etc.) (Priority 8: Other Student Outcomes)	Comm. Schools RTI Tracker Data as of May 2024 Attendance- 80 Academics- 97 Behavior-29 Health-35 Mental Health- 62 Other- 12	Comm. Schools RTI Tracker Data as of May 2025 (PTP only) Attendance-70 Academics- 123 Behavior-34 Health-35 Mental Health- 70 Other-34		Data dependent on student needs for year of enrollment	Decrease in interventions for: Attendance Maintained interventions for: Behavior, other Increase in interventions for:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(data reflects instances of intervention needs as a student could be focused on over multiple months in a category)			Academics Health Mental Health
5.19	# of staff learning engagements to meet whole child needs (Priority 6: School Climate (Engagement)	5	5 LEA wide Mandated Reporter Training Suicide Prevention Training CSEC Awareness Training Foster Youth & MKV Rights Training UDL		10	Maintained 5
5.20	Facilities rated as “Good” on annual facilities audit (Priority 1: Basic Services)	Annual facilities audit Jan. 2024 FIT: Butler Academic Center 87.50 (Fair) Camp Wilmont Sweeney 100% (Good) Court Schools Average 93.75% (GOOD) Community Schools Fruitvale 100% Burke 98.96% Quest HAY 97.97% Quest OAK 98.61% OVERALL Rating 98.89% GOOD	Annual facilities audit Jan. 2025 FIT: Butler Academic Center Overall Rating 97.73% Camp Wilmont Sweeney Overall Rating 100% Court Schools Average 98.87% (GOOD= (90%-98.99%) Hobbs Academy 100% Burke 98.96%		FIT rating of 95% or higher for all school sites	Maintained Average Rating of Good for both Court and Community Schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Quest HAY 98.44% Quest OAK 97.30% Comm. Schools Average 98.675% (GOOD= (90%-98.99%)			
5.21	# of Semi-annual informational, seminars, and or open houses for LEAs, school districts and the community to learn more about (SPed services) program offerings Priority 8: Other Pupil Outcomes	0	0		4	0
5.22	# parental participation in programs for low-income, English Learner, and Foster Youth students Priority 8: Other Pupil Outcomes Priority 10: Foster Youth	3	5		15	Increase 2

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The Alameda County Office of Education's Court and Community Schools implemented all actions and services in Goal 5 of the LCAP during the 2024-25 academic year to ensure students have Whole Child Services and supports. Noted successes experienced with the implementation of LCAP Actions/Services in Goal 5 include:

Site level analysis of student attendance, academic, health, and special education individualized learning plan goal progress data in order to align socio-emotional and/or academic support services for students and/or their families from both the ACOE Student Services division and community partners (Action/Service 5.1 & 5.9)

The provision of transportation services for Foster Youth transportation services from their school of origin, in collaboration of child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates (Action/Service 5.2)

Burke and C.Hobbs Academy students were provided childcare, early childhood education, parenting skills, nutrition, and child development education onsite until graduation or their child turns three; to prevent barriers to school attendance, and to mitigate socio-emotional distress for young parents (Action/Service 5.3)

Mental Health Supports/Services along with Health Support Services were provided to staff to help mitigate the post pandemic impact on students' mental health, social emotional needs and their learning loss. These supports also include those specific to the unique needs to support expelled student training for staff. (Action/Services 5.5, 5.6, & 5.7)

The LEA SPed department worked to provide professional engagement with staff to implement a communication plan for students being referred and applying for enrollment to share information about our programs and to receive background information about the students. (Action/Service 5.8)

Noted challenges experienced with the implementation of LCAP Actions/Services in Goal 5 include:

School sites worked to increase/improve the methods of communication/collaboration with families around student data including but not limited to attendance, participation progress, support services, tutoring, academic progress, social emotional, cover protocol, health & safety, academic testing during the 2024-25 school year. (Action/Service 5.4)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following is a summary of Actions/Services with material differences between Budgeted Expenditures and Estimated Actual Expenditures in 2024-25 for Goal 5:

5.1 RTI Data Review
Position for School Social Worker budgeted higher than actual expenditure for hired staff, site administrator is .80 and budget was 1.0 FTE, difference $ 24K

5.2 Transportation Costs (Homeless)
Costs for transportation needs for homeless students exceeded budgeted amount, use of more Title I A reservation to provide services +$32K

5.3 Childcare-Pregnant and Parenting Teen Program
Cost for childcare and facility lease higher than budgeted $38K

5.4 Family Engagement/Communication
The Community School Program Director left position prior to end of the year differ $13K

5.5 Mental Health Supports/Services
Increase in SSW pay accounts for difference of $8K

5.6 Health Support Services
Funding for School nurse moved from Title I Part D (July to Oct.) to Student Block Grant, increase in pay accounts for increase $4K

5.7 Whole Child Training to Support
Budgeted position for SSW did not materialize difference $162K

5.8 Community Partnerships Whole Child Supports
*still calculating Safe Passages total

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA has seen improvement in the following metrics in Goal 5 during the 2024-25 academic year and deemed EFFECTIVE as there was an increase in performance from the baseline to the year 1 outcome:

5.1 100 % of students who report feeling safe and connected at school

5.2 65% of parents/guardians who report feeling confident that their child is safe and connected at school

5.3 90% of teachers who report feeling safe and connected at school 90%

5.4 Students who are low-income, English Learner, or Foster Youth students who participate in after-school programs, increased by 10 due to the additional afterschool programming offerings at different Community Schools sites.

5.5 % of students suspended once or more declined by 50%. Implementation of new intervention at site level to mitigated behaviors that could lead to suspensions

5.7 46.2% of students who are chronically absent (13 students) Declined 12.5% due to supports such as transportation for student

5.8 Court Schools Attendance Rate (P1)
Court Schools P1 2024 attendance rate
Overall= 96.32% Increased by 2.57% (Overall)
BAC: =95.74% Increased by 1.54% (BAC)
SAC: = 96.9% Increased by 3.6% (SAC)

5.12 # of parents/guardians who have participated in at least 1 meeting/event at their child's school in the current school year, increased by 2. A variety of other family engagement opportunities created new opportunities for involvement.

5.13 # of events with interpretation provided Total 10, increase of 2

5.17 Average # of days of district of residence re-enrollment for expelled youth decreased by 2 due to increased site administrator, social worker and counselor supports for students transitioning back to their district of residences.

5.22 # parental participation in programs for low-income, English Learner, and Foster Youth students A variety of other family engagement opportunities created new opportunities for involvement coupled with language supports for increased participation.

Actions/Services in LCAP Goal 5 deemed EFFECTIVE related to improvement in the metrics listed above:

5.1 Response to Intervention (RtI)-Data Review review ensures there is a continuous improvement process in place to address student, family and staff needs. It allows for the coordination of services to address issues of health, academics, attendance, and other issues that disrupt the ability to serve students in our schools. It also allows for the (metric 5.18) tracking of # of student instances of RTI interventions (tutoring,counseling, attendance, mental health srvcs, etc.)

5.2 Transportation Costs (Homeless) Ensures that students experiencing homelessness have transportation supports needed to continue their education if either distance or financial need are barriers. These needs are identified in the site RTI/COST process to mitigate both learning loss or absenteeism.

5.4 Family Engagement/Communication has increased at Community School sites in a effort to create intentional partnership of educators, families and community members.

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 5, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Metric 5.9 Community Schools Attendance Rate (P1) , decline at both Decline 10.1% (Burke) & Decline 15.7% (Hobbs)

Metric 5.10 Quest Independent Study Average Daily Attendance, no progress towards Year 3 Outcome, maintained ADA of 50%

Metric 5.15 # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities

Metric 5.21 # of Semi-annual informational, seminars, and or open houses for LEAs, school districts and the community to learn more about (SPed services) program offerings

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

All educational partner groups noted the need for additional mental health supports for students. Based on this input, our LEA as made the following changes in an effort to further support students and families:

Addition of a Board Certified Behavior Analyst and additional school social worker to lead the planning, designing, and monitoring of positive behavior interventions and supports for all students within the county school programs.

Expansion of our Student Information System to better document student needs and interventions related to whole child services and track improved outcomes of provided services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Response to Intervention (RtI)-Data Review	Staff will conduct monthly Response to Intervention meetings in order to analyze student attendance, academic, health, and special education individualized learning plan goal progress data in order to align socio-	$1,181,418.93	No

Action #	Title	Description	Total Funds	Contributing
		emotional and/or academic support services for students and/or their families from community partners, instructional staff, the school nurse, and social worker to ensure students are not experiencing learning loss that would impede their progress towards graduation. The RTI process will track interventions by student to better inform the MTSS effectiveness of support and service alignment. This process will also align services from the ACOE Student Services division for mental health, attendance, substance abuse, and socio-emotional support.		
5.2	Transportation Costs (Homeless)	Provide transportation services aligned to Every Student Succeeds Act (ESSA) homeless students from their school of origin, including child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates.	$35,000.00	No
5.3	Childcare-Pregnant and Parenting Teen Program	The LEA will provide childcare, early childhood education, parenting skills, nutrition, and child development education onsite for Burke and C.Hobbs Academy students until graduation or their child turns three; to prevent barriers to school attendance, and to mitigate socio-emotional distress for young parents who would otherwise need to focus on how this need would be met without adequate financial resources.	$140,000.00	Yes
5.4	Family Engagement/Communication	The Senior Program Director, ACOE Student Health & Wellbeing will coordinate with districts, community based organizations, students and families to communicate and collaborate around data including but not limited to attendance, participation progress, support services, tutoring, academic progress, social emotional, cover protocol, health & safety, academic testing, SPed services, College Career, and expulsion plan progress in order to support and improve academic achievement, informing/building community, support social and emotional needs, engagement in communication with community and ensure completion of expulsion plans and high school credits needed for graduation requirements. (LEA wide)	$201,732.14	No

Action #	Title	Description	Total Funds	Contributing
5.5	Mental Health Supports/Services	Socio-emotional supports and services will develop staff's self/social-awareness in order to help mitigate the post pandemic impact on students' mental health, social emotional needs and their learning loss. Staff feedback considerations will be taken into account on an ongoing basis to determine training topics as well as Bias Intervention, staff self-care and how to address student mental health needs in the classroom setting. These PD's will be offered in all-staff meetings, and potentially at the site level, through presenters, and by the School Social Worker.	$185,826.92	No
5.6	Health Support Services	The school nurse and partner agencies provide medical information, resources, referrals, and records review for students, infants /toddlers, and family members to improve attendance, mitigate truancy rates, and prevent /decrease drop-outs by ensuring there is information on nutrition, healthy choices and ongoing medical advice to support students working towards graduation requirements during the academic year.	$146,675.77	Yes
5.7	Whole Child training for staff to support Expelled students	Provide relevant, trauma-informed training to all staff (central office & site based) and for expulsion plan requirements of expelled youth. Ensure there is adequate time, knowledge, Restorative Justice (RJ), Pupil Services counseling, mental health services, and other positive behavior modification services to meet the social- emotional needs of expelled youth.	$407,498.33	No
5.8	Special Education Services	The LEA SPed department will develop and implement a communication plan for LEAs for students being referred and applying for enrollment to share information about our programs and to receive background information about the students.	$157,500.00	No
5.9	Community Partnerships Whole Child Supports	Partner with various agencies to provide academic, socio-emotional, and other wrap-around services in order to better serve enrolled students to improve attendance, mental health, and other barriers to educational attainment.	$230,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Foster Youth- Alameda County Foster Youth will receive additional support needed for students within the LEA and across the county to complete their educational plans and reduce the gap between foster youth and general student population's educational outcomes by 5-10% for each year of the three year LCAP cycle. CA Dashboard 2023 data has identified Foster Youth as a focus area due to the following: LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Foster Youth Graduation LEA wide SSC/ELAC engagements provided opportunities for relevant consultation with educational partners, meetings convened for Foster Youth and McKinney-Vento social workers, as well as a countywide monthly Student Services council meetings with district Foster Youth staff. ACOE has expanded fiscal resources to employ additional Educational Liaisons in COE schools so that graduation rates, the number of foster youth receiving educational supports, and meeting the measures in the College and Career Indicator can be targeted for improved rates performance. Meetings with the California Department of Education focusing on the improvement of the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability: October 1, 2024 Differentiated Assistance Overview, creating the 2024-25 Action Plan for CCI December 10, 2024 Review of CA Dashboard data focusing on Foster Youth (CA Dashboard 2024 data LEA-wide Lowest Performance Foster Youth CCI Prepared 0%, LEA-wide Lowest Performance Foster Youth, Graduation 15.8% graduated Declined 24.2 and continuation of the 2024-25 Action Plan for CCI) Feb. 4, 2025 Connecting Community Schools' Framework to Differentiated Assistance April 8, 2025 2025-26 Action Plan for CCI mapping engagements, roles, & responsibilities June 3, 2025 Mapping Educational Partner Engagement for the DA 2025-26 Action Plan for CCI and Graduation Rates related to Foster Youth student performance, actions & services	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ensuring foster youth are immediately enrolled is required by law, and will contribute to academic and social-emotional growth is a county wide focus for ACOE. Foster youth are four times more likely to attend non-traditional schools than other students. Reasons include: LEA attempts to create smaller environments to meet foster youth's needs, and the perceived inability of comprehensive schools to serve youth who are credit deficient or have trauma-related and/or behavioral needs. Complex legal requirements govern information sharing and LEAs are required to share records using coordinated systems to prevent long gaps in school attendance due to delays in enrollment caused by missing records, being unable to reach an ERHs, or school site level delays. Finally, some data are unique to foster youth (e.g., education rights holders, school of origin, etc.), and require additional infrastructure. Coordinated data sharing and infrastructure will enable LEAs to make and show foster youth gains. Foster youth change schools an average of 8 times while in care, losing 4-6 months of their education each time. Ensuring school stability will reduce the amount of trauma that youth experience and will support gains in all other education areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	# of meetings convened for Foster Youth and McKinney-Vento social workers Priority 10: Foster Youth – COEs Only (Conditions of Learning)	3	monthly (7 as of May 2025)		6	Increased by 4
6.2	% of teachers who participate in professional development focused on intervention strategies	0	100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for Foster Youth students Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 10: Foster Youth – COEs Only (Conditions of Learning)					
6.3	# of Countywide AB 490 training Priority 10: Foster Youth – COEs Only (Conditions of Learning)	4/53 (2023-24 data)	9		53	Increase of 5 (4/53 2023-25 data)
6.4	% of FY students supported by Ed. Liaisons in COE schools Priority 5: Pupil Engagement (Engagement)	100%	70%		100%	Decreased by 30%
6.5	% of FY completing the FAFSA Priority 6: School Climate (Engagement)	30%	61%		75%	Increased by 29%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

At Alameda County Office of Education, we are committed to ensuring that foster youth receive the educational support they need to succeed under the Student Services division operating Student Welfare and Attendance and Foster Youth and Homeless Services Program (FYSCP)

. The staff at ACOE has undergone significant changes during 2024-25 as we are actively looking to fill several roles. Duties of many employees, such as educational liaisons and the FY paraeducator, have been redefined in the Student Services division to meet the needs of marginalized students countywide as opposed to a sole focus on foster youth students. With that being said, we continued to ensure that:

Student Services Student Welfare and Attendance staff collaboration extends to court and community schools, to address academic and social-emotional needs, provide guidance and advocacy, ensuring their plans are properly implemented across school placements. (Action/Services ,6.5 & 6.6)

Our educational liaisons (Action/Service 6.2) work closely with students to navigate school transitions, analyze transcripts, and determine whether they meet the state's minimum 130-credit requirement for graduation, provide guidance and advocacy, ensuring their plans are properly implemented across school placements. In court and community schools, we play a critical role in retrieving IEPs to support students with special education services. During intake at juvenile hall, we verify foster youth identification through the orientation and assessment classroom, allowing us to connect them to appropriate educational resources.

When students are at risk of not qualifying, we connect them with additional supports to help them stay on track (Action/Service 6.4). We also assist foster youth in completing the FAFSA, ensuring they have access to financial aid opportunities for postsecondary education. (Action/Service 6.1)

ACOE has ensured that both funding and clear written procedures govern how transportation to maintain students in foster care in ensured students have transportation their school of origin when in their best interest (Action/Service 6.3)

Additionally, we track foster youth and students under the McKinney-Vento (MKV) Act in our system, ensuring consistent follow-up and continued support as they transition between educational placements. Through these efforts, we strive to create stability, remove barriers, and empower foster youth to achieve their educational goals (Action/Service 6.5 & 6.6)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:

6.2 FYSCP Educational Liaisons
One FYSCP Educational Liaison moved to a different funding source, second FYSCP Educational Liaison moved to different position Feb. 2025 difference of 13K

6.3 Transportation Costs Foster Youth
Increased costs for foster youth transportation $5,100

6.4 Court and Comm. Schools Foster Youth Paraeducator

Moved to different position December 2024 and duties for FY reduced by 50%, change of funding source to address allowability, difference of $31K

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA has seen improvement in the following metrics deemed effective as they show progress towards the year 3 outcome:

6.1 # of meetings convened for Foster Youth and McKinney-Vento social workers increased by Increased by 4, monthly meetings took place in 2024-25

6.2 100% of ACOE Student Programs and Services teachers who participate in professional development focused on intervention strategies for Foster Youth students

6.3 # of Countywide AB 490 training increased by 5 for a total of 9 in 2024-25, 4/53 (2023-24 data) Increase in the number of AB 490 countywide to ensure both Alameda County Districts, inclusive of charter schools are provided training on legislation to ensure that foster youth are ensured access to the same opportunities to meet academic achievement standards to which all students are held, maintain stable school placements, be placed in the least restrictive educational placement and, have access to the same academic resources, services and extracurricular and enrichment activities as all other children.

6.5 61% of FY completed the FAFSA in 2023-24, an increase of 29%

Related Actions/Services deemed EFFECTIVE:

FYSCP Educational Liaisons (Action/Service 6.2) identify seniors in SPaS and countywide schools through Foster Focus data reports who are interested in post-secondary education and provide assistance in completing the submission of the FAFSA (Action/Service 6.1)

Court and Comm. Schools Foster Youth Paraeducator (Action/Service 6.4) provided educational support services to provide educational and social-emotional support in addition to supports from community-based organizations

The LEA has not seen improvement in the following metrics:

6.4 % of FY students supported by Ed. Liaisons in COE schools has decreased by 30%. FYSCP Educational Liaison moved to different positions during 2024-25.

Actions/Services deemed INEFFECTIVE in that the desired result was not achieved:

6.2 There are currently no staff employed as FYSCP Educational Liaisons Countywide

6.4 Foster Youth Paraeducator role has transitioned to Student Welfare and Attendance Technician and the primary focus is not on ACOE FY students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the Student Services division operating Student Welfare and Attendance and Foster Youth and Homeless Services Program (FYSCP) have required a reallocation of funding both within Student Programs (Title) for staffing and in Student Services for transportation needs for Foster Youth. In The agency realignment of staffing serving Foster Youth, will ensure that resources are best allocated to allowable uses.The following Action/Services will be fiscally affected by these changes:

6.2 FYSCP Educational Liaisons

6.3 Transportation Costs Foster Youth to be funded by Student Services under countywide FY Transportation agreement

6.4 Court and Comm. Schools Foster Youth Paraeducator (FTE .59 in 24-25), will change to .3 FTE for Student Welfare and Attendance Technician

For the 2025-26 academic year, there is a need to identify how Student Programs staffing can be better aligned to support the specific needs of Foster Youth within our Court and Community Schools. Student Services has strategically positioned their division to address larger Countywide needs of Foster Youth and other vulnerable students within our County. While countywide AB 490 training, FY transportation, and post secondary support will continue to be a focus of ACOE's Student Services division; our prior practice from when FYSCP was embedded in the Student Programs and Services shows division that dedicated FY staff have proven successful. There is a need to realign ACOE's Court and Community schools' training for Student Programs' staff of foster student rights, the coordination of FY services for students the ability to provide long term social-emotional /academic assistance supports from community-based organizations to increase the chances of successful transitions, with school and/or post-secondary education or independent living for Foster Youth students while enrolled at county operated schools.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Foster Youth College and Career	Identify seniors in SPaS and countywide schools through Foster Focus data reports who are interested in post-secondary education and provide		No

Action #	Title	Description	Total Funds	Contributing
	Readiness (Countywide) Priority 10	assistance in completing the submission of the FAFSA as well as support for college application submission process. Annual participation in the CSUEB "Care to College" event focused on college interest/awareness for foster youth students countywide.		
6.2	FYSCP Educational Liaisons Countywide (Priority 10)	Provide educational case management to foster youth identified by Child Welfare as potentially at high risk for not completing high school. Educational Liaisons will provide long term social-emotional support and academic assistance supports from community-based organizations which will increase the chances of successful transitions with school and/or independent living.		No
6.3	Transportation Costs Foster Youth (Priority 10)	Provide transportation for Foster youth from their school of origin, as outlined by ESSA in coordination with child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates.	$5,000.00	No
6.4	Court and Comm. Schools Foster Youth Student Welfare Tech.	All Foster Youth in Court and and Community Schools will have access to educational support services to provide educational and social-emotional support in addition to supports from community-based organizations which will increase the chances of successful transitions with school and/or independent living.	$34,701.53	No
6.5	Foster Youth Countywide Charter Support (Priority 10)	Provide training to charter schools countywide related to AB 490, so that they are able to immediately identify foster student rights and align services.		No
6.6	Foster Youth Countywide Information Sharing (Priority 10)	Present data outcomes at quarterly FYSCP EAC meetings and meet annually with individual foster youth district liaison to review outcomes, support SPAS, county LEAs in reviewing DataQuest, CA Dashboard, and SIS FY data, and to expand the number of LEAs utilizing Foster Focus to		No

Action #	Title	Description	Total Funds	Contributing
		evaluate and analyze if current programming and services contribute to improved educational outcomes for foster youth.(Countywide)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1227698	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.476%	0.000%	$0.00	4.476%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Academic Support **Need:** CAASPP ELA/Math data (ELA 90% below standard, Math 100% below Standard), ELPAC achievement levels (Level 1=48.48%), and MAP pre/post reading assessment data (78% below or far below grade level in	Court and Community school students are struggling with reading and math and require additional instructional support from educational staff (teachers, paraeducators, tutors) in small group and 1:1 settings.	1,1, 1.2, 1.9. 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reading; 95% below or far below grade level in Math) **Scope:** LEA-wide		
2.2	**Action:** Academic Support **Need:** improve CAASPP ELA / Math, and CAST performance levels **Scope:** LEA-wide	Court and Community school students are performing at the lowest performance level on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Program). While our student groups have been less than 11 for most demographics, the data shows that African American students, Students with Disabilities (270.9 points below standard) and Socioeconomically Disadvantaged (91.8% of our students) have performed below standard by 204.6 points in ELA and 320 points below standard in Math	2.7, 2.9, 2.11
2.11	**Action:** Court Schools Staffing **Need:** 100% of our Court school students are considered unduplicated,Alameda County Juvenile Hall/Court Schools have a stability rate less than 3%. More than 38% percent come to us with IEPs and all have individual learning needs **Scope:** Schoolwide	Instructional staff provide Common Core instruction to improve both state and local assessment performance and improve graduation rates for highly mobile student population.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12,2.14, 2.15, 2.16, 2.17, 2.21
4.2	**Action:** A-G Academic Support	Paraprofessionals will provide academic support for students using traditional and digital curriculum in content areas or CTE courses so that they are	4.1, 4,2,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low Income improve our CCI prepared rating by 10-15% each year of the LCAP plan. **Scope:** Schoolwide	able to earn UC A-G course credit, meet California Career Technical Education Model Curriculum Standards, and Standards for Career Readiness	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.13	**Action:** Parenting Classes **Need:** Community School students need courses that meet graduation requirements and provide support as for those who are pregnant and or parenting. **Scope:** Limited to Unduplicated Student Group(s)	Community School students need courses that meet graduation requirements	2.17
5.3	**Action:** Childcare-Pregnant and Parenting Teen Program **Need:**	The provision of Childcare for students in our Parenting Teen Program, helps to mitigate student absences, and dropout rates for students who are parenting.	1.7, 5.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Community School students attendance all fall below 85%, inclusive of FY students at school sites (Parenting Teen Program, Overall= 68.83% Burke: = 70.1%, Hobbs: = 63.2%) **Scope:** Limited to Unduplicated Student Group(s)		
5.6	**Action:** Health Support Services **Need:** In an effort to improve school attendance and to mitigate socio-emotional distress for young parents who would otherwise need to focus on how this need would be met without adequate financial resources. **Scope:** Limited to Unduplicated Student Group(s)	The LEA will provide childcare, early childhood education, parenting skills, nutrition, and child development education onsite for Burke and Fruitvale Academy students until graduation or their child turns three; to prevent barriers to school attendance.	5.9, 5.18

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Alameda County Office of Education Schools is using additional concentration grant add-on funding for staff who are providing direct services as credentialed teachers to students. This funding allows for low teacher to student class size ratios, increased academic services, and the ability to improve academic outcomes for our Court and Community Schools. This funding can be found in:
Court/Comm. Goal 1 Action 1.2
Court/Comm. Goal 2 Action 2.2

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	ACOE Court Schools 16:2
Staff-to-student ratio of certificated staff providing direct services to students	0	ACOE Community Schools 28:2

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	27427654	1227698	4.476%	0.000%	4.476%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,178,733.96	$2,883,781.93	$49,079.41	$1,406,531.18	$9,518,126.48	$7,152,384.24	$2,365,742.24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology Programs	All	No			All Schools	Ongoing 2024-27	$0.00	$11,880.00				$11,880.00	$11,880.00	
1	1.2	Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing 2024-27	$357,641.16	$202,500.00	$397,494.30	$162,646.86			$560,141.16	
1	1.3	Graduation-Expelled Students Data Sharing/Analysis	Expelled Students	No			Specific Schools: Quest Academy	Ongoing 2024-27	$71,937.88	$0.00	$71,937.88				$71,937.88	
1	1.4	Graduation-Foster Youth	Foster Youth	No				Ongoing 2024-27								
1	1.5	Supplemental Materials/Digital Programs	All	No			All Schools	Ongoing 2024-27	$0.00	$15,000.00		$5,000.00		$10,000.00	$15,000.00	
1	1.6	Technology Infrastructure	All	No			All Schools	Ongoing 2024-27, as needed	$0.00	$22,000.00	$22,000.00				$22,000.00	
1	1.7	Common Core Curriculum Materials	All	No			All Schools	Ongoing 2024-27	$0.00	$60,000.00				$60,000.00	$60,000.00	
1	1.8	Academic Counselors	All	No			Specific Schools: Court School	Ongoing 2024-27	$163,597.83	$0.00	$114,518.42		$49,079.41		$163,597.83	
1	1.9	Exceptional Students Curriculum	Students with Disabilities	No			Specific Schools: Court schools	Ongoing 2024-27	$0.00	$6,500.00				$6,500.00	$6,500.00	
1	1.10	Summer School Staff (Community and Court Schools)	All	No				Summer 2025	$477,973.25	$0.00	$477,973.25				$477,973.25	
1	1.11	After School Program (Community Schools)	All	No			Specific Schools:	Ongoing 2024-27	$0.00	$47,000.00	$47,000.00				$47,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Community Schools									
1	1.12	Arts Intersession (Court Schools)	All	No			Specific Schools: Court	3 times a year each year of 2024-27	$0.00	$115,000.00				$115,000.00	$115,000.00	
1	1.13	Community School Enrichment	All	No			Specific Schools: Community schools	Ongoing 2024-27	$0.00	$14,500.00		$14,500.00			$14,500.00	
1	1.14	Transportation Costs	Low Income	No			Specific Schools: Community Schools	Ongoing 2024-27, as needed	$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.15	Ethnic Studies Course Development	All	No			All Schools									
2	2.1	Local Reading/Math Pre & Post Assessments	All	No			All Schools	3 times a year	$0.00	$5,437.50				$5,437.50	$5,437.50	
2	2.2	Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing 2024-27	$0.00	$1,100,887.41	$584,540.13	$297,549.63		$218,797.65	$1,100,887.41	
2	2.3	Library Services-Literacy Training	All	No			Specific Schools: Court Schools	2024-25	$143,144.81	$72,500.00		$143,144.81		$72,500.00	$215,644.81	
2	2.5	Golf Program (Court Schools) (not provided in 25-26)	All	No			Specific Schools: Court Schools	2024-25								
2	2.6	Court Schools-Transition Center	All	No			Specific Schools: Court Schools	Ongoing 2024-27	$122,789.74	$0.00	$122,789.74				$122,789.74	
2	2.7	Court Schools-Orientation and Assessment	All	No			Specific Schools: Court Schools	Ongoing 2024-27	$150,013.02	$0.00	$150,013.02				$150,013.02	
2	2.8	Expelled Youth Case Management Priority 9: Expelled Pupils	Expelled Youth	No			Specific Schools: Community Schools-	Ongoing 2024-27	$121,773.80	$0.00	$121,773.80				$121,773.80	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Quest Academy									
2	2.9	Professional Development	All	No			All Schools	Ongoing 2024-27	$0.00	$6,000.00				$6,000.00	$6,000.00	
2	2.10	SpEd Professional Development	Students with Disabilities	No			All Schools	Ongoing 2024-27	$796,441.49	$0.00		$796,441.49			$796,441.49	
2	2.11	Court Schools Staffing	Low Income	Yes	School wide	Low Income	Specific Schools: Court Schools	Ongoing 2024-27	$953,458.07	$0.00	$518,865.76	$434,592.31			$953,458.07	
2	2.12	State Federal/Compliance & State Assessment Coordination	All	No				Ongoing 2024-27	$134,782.82	$0.00	$134,782.82				$134,782.82	
2	2.13	Parenting Classes	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community Schools		$0.00	$16,200.00	$16,200.00				$16,200.00	
3	3.1	English Learner Materials	English Learners	No			All Schools	Ongoing 2024-27	$0.00	$37,000.00				$37,000.00	$37,000.00	
3	3.2	English Learner Instructional Support	English Learners	No			All Schools	Ongoing 2024-27	$237,216.35	$0.00		$75,845.41		$161,370.94	$237,216.35	
3	3.3	English Learner Support	English Learners	No			All Schools	Ongoing 2024-27	$59,903.65	$0.00				$59,903.65	$59,903.65	
3	3.4	Federal and State Compliance Coordination EL Programs	English Learners	No			All Schools	Ongoing 2024-27	$131,112.74	$11,000.00	$1,000.00			$141,112.74	$142,112.74	
3	3.5	Expelled Students EL Support	expelled, English Learner students	No			Specific Schools: Community-Quest									
4	4.1	A-G Course Access	All	No				Ongoing 2024-27	$569,263.30	$30,237.33	$220,566.66	$348,696.64		$30,237.33	$599,500.63	
4	4.2	A-G Academic Support	Low Income	Yes	School wide	Low Income	All Schools	Ongoing 2024-27	$157,910.32	$0.00	$76,822.24			$81,088.08	$157,910.32	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.3**	Professional Development /Materials	All	No				2024-25								
4	**4.4**	ERWC Stipends	All	No				2024-25	$4,000.00	$0.00				$4,000.00	$4,000.00	
4	**4.5**	College and Career Support	All	No				2024-25	$148,115.03	$1,500.00				$149,615.03	$149,615.03	
4	**4.6**	CCI Access for Expelled Students	Expelled Students	No				Ongoing 2024-27	$182,697.43	$0.00	$158,839.50	$23,857.93			$182,697.43	
4	**4.7**	CTE Instruction	All	No			Specific Schools: Community Schools	2024-25	$23,857.93	$0.00		$23,857.93			$23,857.93	
5	**5.1**	Response to Intervention (RtI)-Data Review	All	No				monthly 2024-25	$1,181,418.93	$0.00	$1,181,418.93				$1,181,418.93	
5	**5.2**	Transportation Costs (Homeless)	Homeless	No			Specific Schools: Community Schools	Ongoing 2024-27, as needed	$0.00	$35,000.00				$35,000.00	$35,000.00	
5	**5.3**	Childcare-Pregnant and Parenting Teen Program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community School	Ongoing 2024-27	$0.00	$140,000.00	$140,000.00				$140,000.00	
5	**5.4**	Family Engagement/Communication	All	No			All Schools	Ongoing 2024-27	$194,432.14	$7,300.00	$69,023.41	$125,408.73		$7,300.00	$201,732.14	
5	**5.5**	Mental Health Supports/Services	All	No			All Schools	Ongoing 2024-27	$185,826.92	$0.00		$42,740.19		$143,086.73	$185,826.92	
5	**5.6**	Health Support Services		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Pregnant and Parenting Teen Programs -Burke & Hobbs	Ongoing 2024-27	$143,875.77	$2,800.00	$146,675.77				$146,675.77	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.7**	Whole Child training for staff to support Expelled students	Expelled Students	No			Specific Schools: Community Schools	2024-25	$404,498.33	$3,000.00	$404,498.33	$2,000.00		$1,000.00	$407,498.33	
5	**5.8**	Special Education Services	Students with Disabilities	No				Ongoing 2024-27	$0.00	$157,500.00		$157,500.00			$157,500.00	
5	**5.9**	Community Partnerships Whole Child Supports	All	No				Ongoing 2024-27	$0.00	$230,000.00		$230,000.00			$230,000.00	
6	**6.1**	Foster Youth College and Career Readiness (Countywide) Priority 10	Foster Youth	No			All Schools	Ongoing 2024-27								
6	**6.2**	FYSCP Educational Liaisons Countywide (Priority 10)	Foster Youth	No			All Schools	Ongoing 2024-27								
6	**6.3**	Transportation Costs Foster Youth (Priority 10)	Foster Youth	No			Specific Schools: Community Schools	Ongoing 2024-27	$0.00	$5,000.00				$5,000.00	$5,000.00	
6	**6.4**	Court and Comm. Schools Foster Youth Student Welfare Tech.	Foster Youth	No			All Schools	Ongoing 2024-27	$34,701.53	$0.00				$34,701.53	$34,701.53	
6	**6.5**	Foster Youth Countywide Charter Support (Priority 10)	Foster Youth	No				2024-25								
6	**6.6**	Foster Youth Countywide Information Sharing (Priority 10)	Foster Youth	No			All Schools	Ongoing 2024-27								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
27427654	1227698	4.476%	0.000%	4.476%	$1,880,598.20	0.000%	6.857 %	**Total:**	$1,880,598.20
								LEA-wide Total:	$982,034.43
								Limited Total:	$302,875.77
								Schoolwide Total:	$595,688.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Support	Yes	LEA-wide	Low Income	All Schools	$397,494.30	
2	2.2	Academic Support	Yes	LEA-wide	Low Income	All Schools	$584,540.13	
2	2.11	Court Schools Staffing	Yes	Schoolwide	Low Income	Specific Schools: Court Schools	$518,865.76	
2	2.13	Parenting Classes	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community Schools	$16,200.00	
4	4.2	A-G Academic Support	Yes	Schoolwide	Low Income	All Schools	$76,822.24	
5	5.3	Childcare-Pregnant and Parenting Teen Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community School	$140,000.00	
5	5.6	Health Support Services	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Pregnant and Parenting Teen Programs-Burke & Hobbs	$146,675.77	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,083,419.36	$8,890,931.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Technology Programs	No	$17,500.00	16720.35
1	**1.2**	Academic Support	Yes	$888,654.42	563152.03
1	**1.3**	Graduation-Expelled Students Data Sharing/Analysis	No	$87,283.80	89191.21
1	**1.4**	Graduation-Foster Youth	No		
1	**1.5**	Supplemental Materials/Digital Programs	No	$5,000.00	9392.64
1	**1.6**	Technology Infrastructure	No	$104,000.00	76513.90
1	**1.7**	Common Core Curriculum Materials	No	$20,000.00	62792.82
1	**1.8**	Academic Counselors	No	$216,374.44	185817.96
1	**1.9**	Exceptional Students Curriculum	No	$6,232.80	6232.80
1	**1.10**	Summer School Staff (Community and Court Schools)	No	$380,576.93	277647.21
1	**1.11**	After School Program (Community Schools)	No	$66,000.00	54238.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Arts Intersession (Court Schools)	No	$90,000.00	51138
1	1.13	Community School Enrichment	No	$16,000.00	0
1	1.14	Transportation Costs	No	$100,000.00	10000
1	1.15	Ethnic Studies Course Development	No	$3,000.00	3000
2	2.1	Local Reading/Math Pre & Post Assessments	No	$5,062.50	5250
2	2.2	Academic Support	Yes	$1,263,750.43	1250410.15
2	2.3	Library Services- Literacy Training	No	$192,722.00	69915
2	2.5	Golf Program (Court Schools)	No	$15,000.00	0
2	2.6	Court Schools- Transition Center Priority 8: Other Student Outcomes	No	$98,940.05	52844.96
2	2.7	Court Schools-Orientation and Assessment	No	$139,531.88	145320.46
2	2.8	Expelled Youth Case Management Priority 9: Expelled Pupils	No		
2	2.9	Professional Development	No	$45,000.00	32369.03
2	2.10	SpEd Professional Development	No	$768,504.75	825387.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Court Schools Staffing	Yes	$1,550,205.70	1337462
2	2.12	State Federal/Compliance & State Assessment Coordination	No	$125,923.27	130668.98
2	2.13	Parenting Classes	Yes	$13,400.00	13400
3	3.1	English Learner Materials	No	$45,000.00	26519.27
3	3.2	English Learner Instructional Support	No	$199,323.53	214030.89
3	3.3	English Learner Support	No	$55,951.80	58070.45
3	3.4	Federal and State Compliance Coordination EL Programs	No	$116,980.84	125419.14
3	3.5	Expelled Students EL Support	No		
4	4.1	A-G Course Access	No	$499,952.83	526856.83
4	4.2	A-G Academic Support	Yes	$157,916.91	145190.48
4	4.3	Professional Development /Materials	No		
4	4.4	ERWC Stipends	No	$5,000.00	1500
4	4.5	College and Career Program Manager	No	$186,359.34	196413.55
4	4.6	CCI Access for	No	$149,695.90	113484.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Expelled Students			
4	**4.7**	CTE Instruction	No	$29,939.15	0
5	**5.1**	Response to Intervention (RtI)-Data Review	No	$947,659.09	923489.50
5	**5.2**	Transportation Costs (Homeless)	No	$3,000.00	35000
5	**5.3**	Childcare-Pregnant and Parenting Teen Program	Yes	$175,000.00	213701
5	**5.4**	Family Engagement/Communication	No	$83,265.89	69708.62
5	**5.5**	Mental Health Supports/Services	No	$173,251.19	181501.51
5	**5.6**	Health Support Services	Yes	$54,870.90	59245.77
5	**5.7**	Whole Child training for staff to support Expelled students	No	$392,235.57	229969.55
5	**5.8**	Special Education Services	No		
5	**5.9**	Community Partnerships Whole Child Supports	No	$505,000.00	455454
6	**6.1**	Foster Youth College and Career Readiness (Countywide) Priority 10	No		
6	**6.2**	FYSCP Educational Liaisons Countywide (Priority 10)	No	$20,659.48	6642.36
6	**6.3**	Transportation Costs Foster Youth (Priority 10)	No	$500.00	5168.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.4**	Court and Comm. Schools Foster Youth Paraeducator	No	$63,193.97	34699.92
6	**6.5**	Foster Youth Countywide Charter Support (Priority 10)	No		
6	**6.6**	Foster Youth Countywide Information Sharing (Priority 10)	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1212973	$2,858,681.37	$2,391,819.86	$466,861.51	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support	Yes	$573,654.42	343266.03		
2	2.2	Academic Support	Yes	$478,008.03	453881.09		
2	2.11	Court Schools Staffing	Yes	$1,531,791.40	1318472.54		
2	2.13	Parenting Classes	Yes	$13,400.00	0		
4	4.2	A-G Academic Support	Yes	$84,108.02	62499.20		
5	5.3	Childcare-Pregnant and Parenting Teen Program	Yes	$175,000.00	213701		
5	5.6	Health Support Services	Yes	$2,719.50	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26811127	1212973		4.524%	$2,391,819.86	0.000%	8.921%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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